


North Carolina State Library





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Beside yon straggling fence that skirts the way,
With blossom'd furze unprofitably gay,
There, in his noisy mansion, skill'd to rule,
The village master taught his little school.
A man severe he was, and stern to view;
I knew him well, and every truant knew:
Well had the boding tremblers learn'd to trace
The day's disasters in his morning face;
Full well they laugh'd with counterfeited glee
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Convey'd the dismal tidings when he frown'd.
Yet he was kind, or if severe in aught,

The love he bore to learning was in fault.
The village all declar'd how much he knew;
'Twas certain he could write, and cipher too;
Lands he could measure, terms and tides presage,
And even the story ran that he could gauge.
In arguing, too, the parson own'd his skill,
For even though vanquish'd he could argue still;
While words of learned length and thundering
 sound
Amaz'd the gazing rustics rang'd around;
And still they gaz'd, and still the wonder grew
That one small head could carry all he knew.

---Goldsmith.

Page

EDITORIAL.

EDITORIAL.

Page

DEPARTMENTS.

MISCELLANEOUS.

51418

Woodrow Wilson as President

by

PROF. E. C. BROOKS, TRINITY COLLEGE, DURHAM.

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WITHOUT exception every teacher of Agriculture in the State Agricultural College, State University, State Normal Schools and the Farm Life Schools in North Carolina, who examined, indorsed the **FERGUSON AND LEWIS AGRICULTURE** as being an exceptionally complete, accurate and teachable text-book for use in the grammar grades. Ninety per cent of these teachers reported it to be the "best text" that they knew of, and recommended it for adoption for North Carolina schools. It was placed on the supplementary list.

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NORTH CAROLINA EDUCATION

Vol. XI. No. 1.

RALEIGH, N. C., SEPTEMBER, 1916.

Price: \$1 a Year.

THE NEW TEXT-BOOKS ADOPTED FOR FIVE YEARS

By E. C. Brooks, Professor of Education, Trinity College, Durham, N. C.

The Sub Text-Book Commission and the State Board of Education served the State very well in the recent adoption of school books. Taking it all in all it is the best adoption since the State has been in the business of seeking uniformity. The new readers adopted were those recommended by the primary teachers of the State at the last Teachers' Assembly, and the spellers are perhaps the most popular books in use among the city schools of the State. There was a great demand from the teachers of the State—not a trumped up request but a real demand—for a change of readers and spellers, and beyond that there was little demand for a change. The Sub Text-Book Commission and the State Board listened to that demand. There was not absolute unanimity, it is said, but the majority, though not so large as that of Mr. Bickett's for Governor, it is enough; it will do.

It is unfortunate that those who are unsuccessful in such a contest cannot take the consequences with a degree of philosophy that is more in keeping with their intelligence and character. This is the fourth State adoption and each time most of the defeated agents have taken defeat in an ill manner and some have made a noise and blustered around and threatened and tried to bull doze, and the younger men in the teaching profession, because of this noise are sometimes inclined to reach the conclusion that the adoption was not on the square and that something could be done to clean out the stables.

Such a feeling remains for quite a while among the school men who happened to be within the sound of the noise, but the agents after a few days laugh over the matter forget all about it save that it was another incident in their lives and then proceed to plan another campaign in another State. The school men, therefore, who heard the noise around the capitol in August should not take the matter at all seriously.

The members of the commission were thoroughly competent for the task and they accomplished their work gaining much credit for their splendid services and they gave the State the best set of text-books it has ever had. We have one set of readers, and one of the best on the market, in place of parts of three sets. We have one set of spellers, and too, one of the best ever used in the State, in place of two sets which came to us five years ago as the result of a compromise.

It retained the same arithmetics, geographies, physiologies, writing series, civil government, agriculture, upper history and upper language book. It changed the lower history and lower language and the drawing books.

In consideration of the floods and of the difficulty of supplying the new books in time for this school year, in the interest of both economy and convenience, the new adoptions will not become effective until June 1, 1917. Until that date all the books now in use in

the schools under the doption of 1911 will be continued.

The following is the list of adoptions with the price of the publications:

Spelling.

New World Speller, grades 1, 2, 3. Contract price, 15 cents.

Grades 4 to 7. Contract price, 15 cents.

World Book Company, New York.

Defining.

Webster's Common School Dictionary. Contract price, 65 cents.

Webster's High School Dictionary. Contract price, 88 cents.

Academic Dictionary. Contract price, \$1.35.

American Book Co., New York.

Reading.

Reading—Literature Series—Free and Treadwell.

Primer. Contract price, 25 cents.

First Reader. Contract price, 28 cents.

Second Reader. Contract price, 32 cents.

Third Reader. Contract price, 36 cents.

Fourth Reader. Contract price, 40 cents.

Fifth Reader. Contract price, 45 cents.

Sixth Reader. Contract price, 50 cents.

Seventh Reader. Contract price, 50 cents.

Row, Peterson Co., Chicago, Ill.

Writing.

Berry's Writing Books, Fuller Course—

Books 1, 1 ½. Contract price, 10 cents.

Books 2, 2 ½. Contract price, 10 cents.

Books 3, 3 ½. Contract price, 10 cents.

Books 4, 4 ½. Contract price, 10 cents.

Books 5, 5 ½. Contract price, 10 cents.

Books 6, 6 ½. Contract price, 10 cents.

B. D. Berry Company, Chicago.

Drawing.

Graphic Drawing Books—

Books 1, 2, 3 and 4 each. Contract price, 13 cents.

Books 5, 6, 7 and 8 each. Contract price, 18 cents.

The Prang Company, New York.

Arithmetic.

Milne's Progressive Arithmetics—

First Book. Contract price, 32 cents.

Second Book. Contract price, 36 cents.

Third Book. Contract price, 41 cents.

American Book Company, New York.

Geography.

Dodge's Primary Geography. Contract price, 45 cents.

Dodge's Comparative Geography. Contract price, 88 cents.

Rand, McNally & Co., Chicago.

Language and Grammar.

Practical English, Book I. Contract price, 30 cents. Ginn & Co., New York.

Essential Studies in English, Book II. Contract price, 45 cents.

Row, Peterson & Co., Chicago.

History.

North Carolina History—

Hill's Young People's History of North Carolina. Contract price, 80 cents.

(Continued on page 4.)

SHOULD THE TEACHER ADVANCE WITH THE GRADE?

Every City Superintendent should think very seriously over this question: Should a teacher advance from grade to grade with her pupils? It is the custom in North Carolina for a teacher to confine her work to one grade. In other words, as the pupils pass from grade to grade they are instructed by several teachers, but by no teacher more than a year. What is the advantage of this method? Is not the personal element more valuable than the "book element."

The United States Commissioner of Education, P. P. Claxton, has the following to say of this practice:

"Teachers and pupils should remain together longer, especially in the first years of school life. In most city schools a teachers in any of the first six or eight grades remains in the same grade from year to year while the stream of children flows by her. Under these conditions the teacher may become painfully familiar with the minute details of the course of study as made out for the particular grade, but she never becomes acquainted with the individual children of any group she teaches. At the beginning of the school year in the fall, or at the beginning of the second half year in mid-winter, from 40 to 50 children promoted from the next lower grade come into the teacher's room to take the place of a like number who have been sent on to another teacher in the next higher grade.

It Takes Time to Learn the Pupils.

The teacher knows nothing of the children, not even their names. Probably she has never seen any of them before. She knows nothing of their character, nor of their varying abilities in the different subjects of the course, and has only vague ideas of what they have been taught in the grades below and of what they are expected to learn in the grades above, for which her work is supposed to prepare them. Knowing nothing of the parentage of the children, she can not know what powers, capacities, tendencies, heredities, are to be expected and of be developed or restrained in any individual child. Knowing nothing of their past experiences in the home, in the field, in the shop, on the playground, and in association with kindred and friends, she does not know how to use the results of these vital experiences as the raw material of the lessons to be learned in school. Knowing nothing of their present home life, their occupations and interests, and their relations to their parents, she is unable to bring about that close co-operation between school and home and the unity of school and home interests without which the work of the school can not be made to take hold as it should on the lives of the children. Having very little definite knowledge of the details of the work which the children have done in the lower grades, she is unable to use the knowledge gained in these grades as the basis of the new lessons, to interpret the new in terms of the old, and to dovetail the one into other in such a way as to make the work of the year an intelligent development and continuation of that of previous years.

Having never conducted a class through any of the grades higher than the one in which she teaches, she has little conception of the relation of the work

of this grade to the higher grades, and is therefore unable to select out of the mass of facts and principles with which she deals those on which emphasis should be placed as a preparation for future work. With no knowledge of the inner life of the children, of their ideas, hopes, purposes, and dreams of the future, she is unable to make the lessons of the school take hold on these, modifying them and being enriched by them, as must be the case before the school, its lessons, and its discipline can be made to project themselves into the future and take hold on life as they should, and as they must, before they can become fruitful in the life and character and deeds. In all city schools, teachers of the first four or five grades should be promoted from year to year with their classes.

Usual Objections to the Plan.

To this plan two objections are frequently raised: (1) That the teacher may be inefficient, and that no group of children should be condemned to the care and instruction of an inefficient teacher through a series of years; (2) that the full influence of the personality of any one teacher has been exhausted by the end of a year, and children should therefore come in contact with a new personality each year. The answer to both objections is easy and evident. The efficient teacher should be eliminated. The man or woman who is unable to teach a group of children through more than one year should not be permitted to waste their money, time, and opportunity through a single year. A personality which a child between the ages of six and twelve may exhaust in a year must be very shallow. What the child of this age needs is not an ever-changing personality, but a guide along the pathway of knowledge to the high road of life."

Superintendents who desire more information on this subject should secure at once Bulletin No. 42, "Advancement of the Teacher with the Class," published by the Bureau of Education, Washington, D. C.

THE NEW TEXT-BOOKS ADOPTED FOR FIVE YEARS.

(Continued from page 3.)

- Alfred Williams & Co., Raleigh, N. C.
 History of the United States—
 Story of the United States, R. D. W. Connor. Contract price, 40 cents.
 Our Republic. Contract price, 60 cents.
 Thompson Publishing Company, Raleigh.
- Physiology and Hygiene.**
 Ritchie-Caldwell Primer of Hygiene. Contract price, 35 cents.
 Ritchie's Primer of Sanitation. Contract price, 40 cents.
 Ritchie's Primer of Physiology. Contract price, 45 cents.
 World Book Company, New York.
- Civil Government.**
 Peele's Civil Government. Contract price, 60 cents.
 B. F. Johnson Publishing Co., Richmond, Va.
- Agriculture.**
 Burkett Stevens and Hill's Agriculture for Beginners. Contract price, 60 cents.
 Ginn & Co., New York.

A WONDERFUL RACE THAT HAS DISAPPEARED

We are accustomed to look to ancient Rome and Greece and Egypt and Babylon for evidence of an ancient civilization. However these people of long ago, are not comparable in some respects to the ancient inhabitants of Peru, who inhabited the Cuzco Valley and the region around Titicaca. The old civilizations of the Eastern continents developed architecture, art, and literature. But none outside of the Hebrews made moral progress at all comparable to material progress.

The ancient Incas of Peru built a civilization that may still excite the wonder of the world.

The "Hanging Gardens" of Babylon are one of the "Seven Wonders of the World". They were a mere toy, constructed to please Nebuchadnezzar's Median queen. But they exist today only as a tradition. (It might be well to explain here that a hanging garden is a series of terraces, on the side of a step hill or mountain, planted with trees, flowers, fruit, etc.) The "hanging gardens" of Babylon were composed of terraces only about 75 feet high.

Magnificent Terraces.

The gardens of Peru are very much larger and very much higher than the Babylonian wonder. One mountain side may contain 50 terraces each 10 feet high forming a stair case as high as the Washington monument. They were used to supply food for the inhabitants. Here agriculture was highly developed.

The building of terraces was developed into a fine art in Peru. It is interesting to learn that gardens were erected as memorials to the great men of the times. Instead of erecting pyramids as the Egyptians did or great buildings as the Romans did in honor of their great men, the ancient Peruvians constructed vast terraces, and the memory of the dead was honored when these terraces produced food for the living.

The work that these pre-historic builders accomplished is still beyond our comprehensions. Nobody has explained how it was done, or how it could be done. Huge rocks that could have been moved only by the combined labor of hundreds of people were not only moved into place, but the surface was made so smooth and the stones were placed with such accuracy that even now, after centuries, the joints in many places are too fine to be seen by the naked eye.

These terraces were built for agricultural purposes. Each terrace consists roughly speaking of three parts—the terrace and the two distinct layers of earth that fill the space behind the wall. The underlying stratum or subsoil is composed of coarse stone and clay, and is covered by a layer of fine surface soil two or three feet thick.

Importance of Agriculture.

The people of North America think they are accomplishing wonders today in reclaiming Western land through irrigation. The ancient Peruvian had developed this system of farming far beyond anything attempted in America. Instead of relying on periodical or intermediate rains they controlled the flow of the water from glaciers and mountain streams at will. They changed the course of rivers,

they built wonderful aqueducts, they made waterfalls, and they narrowed or widened the river channels. All this was done in order to secure water for the terraces and for drinking and bathing uses.

Agriculture was more highly developed in Peru than in any other part of the world. More plants appear to have been domesticated in the Peruvian region than in any other country. There was the home of the potato (the sweet and the Irish). Maize or Indian corn was more highly developed here than in any other part of America. The pine apple, the bean, the gourd, the tomato, cotton and a considerable variety of other plants peculiar to Peru.

Their art, and architecture and memorials all seemed to relate to agriculture. They worshiped the sun that brought forth the grain, and they had developed a life in which justice—the justice of nature seemed to prevail.

It was said by a Spaniard in the sixteenth century who had helped to conquer Peru that "the Incas governed in a way that in all the land neither a thief, nor a vicious man, nor a bad, dishonest woman was known. The men all had honest and profitable employment. The woods and mines and all kinds of property were so divided that each man knew what belonged to him, and there were no law suits.

"The Incas were feared, obeyed and respected of their subjects as a race very capable of governing. . . . Crimes were once so little known among them that an Indian with over one hundred thousand pieces of gold and silver in his house, left it open, only placing a little stick across the door, as the sign that the master was out, and nobody went in. But when they saw that we (the Spaniards) placed locks and keys on our doors, they understood that it was from fear of thieves and when they saw that we had thieves among us, they despised us."

Such in outline is the story of a wonderful race that has disappeared. How they made such wonderful structures and how they developed such a moral code no man knows today.

THE PRESIDENT AND THE SMALL BOY.

Recently President Wilson was riding along a country road near Washington accompanied only by the secret service man who is detailed to see that no harm comes to him. They passed a small boy by the roadside. Presently the President turned to his companion and said:

"Did you see what that boy did?"

"No, sir; what did he do?"

"He made a face at me," said the President, shaking his head gravely.

The secret service man was shocked. The President waited a moment and then asked:

"Did you see what I did?"

"No, sir."

"Well," said the President with a twinkle in his eyes, "I made a face right back at him."

Tidy up your school-room. Decorate it with flowers. Declare war on dirt, cobwebs, dust, litter, microbes, moping, fault-finding, nagging, bludgeons and blue-devils.

SCHOOL ADMINISTRATION

ACCREDITED HIGH SCHOOLS IN NORTH CAROLINA.

By N. W. Walker.

To be regarded as standard, a high school should meet the following requirements:

1. It should offer a full four-year course of study, well organized and well administered. This course should be based upon at least a seven-year elementary school course. (In most States of the North and West it is based upon an eight-year elementary course.)

2. It should have at least three teachers of approved training giving their full time to high school instruction. A teacher in a standard high school ought to have had academic training at least equivalent to that required for graduation from a standard grade college, plus some professional training.

3. It should have a good building with adequate laboratory and library facilities.

4. It should require for graduations at least fourteen units of work.

5. A school cannot be regarded as standard (a) if the instructors teach more than six periods per day (five should be the maximum); (b) if the recitation periods are less than forty minutes in length; (c) if there are more than thirty pupils per teacher in the high school department; (d) if the number of recitation periods required of the student per week is more than twenty-five (twenty would be better).

A standard high school should of course run thirty-six weeks in the year, of nine school months. The minimum basis upon which a unit of work should be reckoned is 120 sixty-minute hours. A teacher in a standard high school, and the pupil as well, should be protected from too many periods of work. If more than a single curriculum is offered, more than three teachers would be required. And, too, where there are elective courses rigid principles of election should be laid down governing the choice of courses so that the individual pupil, even with an opportunity to choose almost whatever curriculum he might wish to pursue, still would find this work organized according to some plan or principle. The National Conference Committee on standards of colleges and secondary schools recommends that at least nine of the fourteen units be confined to not more than three subjects.

There are at present only nineteen schools of secondary grade in North Carolina accredited by the Southern Commission on Accredited Schools. There are at least fifty to sixty that could with slight reorganizations meet the requirements of the commission if they would only make a little effort to do so. Some are short in one particular and some in another. Some employ teachers of inferior training—graduates, perhaps, but graduates of non-descript institutions that cannot by any judicious exercise of courtesy be called standard. Many schools have a term of only eight or eight and one-half months. Some are not accredited because they overwork their teachers, or try to cover too much ground in too short a time, and others are kept off for one reason or another.

If we could only get established and fixed in our

minds good present standards and get ourselves in the habit of applying these standards in our work, we should find it not so difficult as we think to lengthen our work where it is short, to strengthen it where it is weak, and to put it on standard grade. We should not find teachers trying to teach mathematics who had no special liking for this branch and who have had no special training in it; nor should we find teachers of science attempting to carry out science courses without having any laboratory equipment. We should not find high schools offering in their program of study ten subjects with a sufficient teaching force to handle only five, nor attempting to teach two hundred with a teaching force sufficient for only one hundred. We would stop crowding sixty pupils into a room large enough for only thirty-five or forty, and we would see to it that both teachers and pupils were protected from too many hours of work. The standards regarding these matters of organization and administration have become well established the country over, and we need to apply them more rigorously in the high schools of North Carolina.

THE BEGINNING OF SCHOOL.

I.

Before school begins, I have found it a good plan to secure the school register and look over the names, endeavoring to get an idea of the relative standing of all my future pupils. Of course, if I am teaching the same school as the term before, this is not necessary, but in a new school it is advisable to become as well acquainted with the names and standings as soon as possible before opening the term. As soon as school is called, I ask the pupils to write their names on a slip of paper, having the older ones write for the tiny beginners. We then arrange our seating, for it is not, as a rule, wise to leave children in the seats they choose themselves, for they are sure to be near their particular friends, which means whispering and giggling.

II.

What Can I Do To Make My School Better?

1. I can visit the patrons of my school at least a week before the opening of school.
2. I can remove all dirty and unframed pictures from the walls.
3. I can replace the above with a few good pictures, such as are clean and attractive.
4. I can see to it that my room is clean and ready for work.
5. I can have some definite plan for beginning school and thus save time.
6. I can examine the books in the library, dust them and classify them and be ready to direct the pupils in their reading.

GROWTH OF THE MOONLIGHT SCHOOLS AND DECREASE OF ADULT ILLITERACY.

The table given below is a fine testimonial of the zeal and energy of the teachers of North Carolina. Almost a thousand moonlight schools were taught last year and nearly ten thousand adults

were taught to read and write. The most of this was volunteer work on the part of the teachers and many received no extra compensation whatever for their services. No finer spirit prevails anywhere than in North Carolina and such enthusiasm and industry will soon wipe out illiteracy altogether.

**Moonlight Schools by Counties in Order of Rank—
1915-1916.**

County.	No. of Schools.	No. of Pupils	County.	No. of Schools.	No. of Pupils
Wilkes	55	312	Macon	7	64
Guilford	50	176	Orange	7	300
Stanly	50	250	Pamlico	7	35
Stokes	30	341	Pasquotank .	7	50
Cumberland .	28	132	Randolph ...	7	56
Cleveland ...	26	438	Yancy	7	33
Greene	25	111	Camden	6	16
Moore	25	128	Lenoir	6	46
Durham	24	249	Pender	6	24
Jackson	23	443	Pitt	6	86
Rowan	22	367	Transylvania	6	32
Rutherford ..	22	376	Wilson	6	126
Wayne	22	108	Yadkin	6	46
Beaufort	21	114	Bertie	5	58
Alexander ...	20	180	Catawba	5	52
Currituck ...	20	27	Columbus ...	5	85
Edgecombe ..	20	225	Rockingham .	5	200
Richmond ...	18	240	Warren	5	60
Wake	18	450	Harnett	5	148
Caldwell	17	175	Buncombe ..	4	100
Duplin	17	88	Chowan	4	40
Franklin	17	98	Dare	4	10
Gaston	15	155	Haywood ...	4	46
Johnston ...	15	155	Person	4	62
Lincoln	15	150	Ashe	3	20
Nash	15	125	Brunswick ..	3	26
Washington .	15	90	Gates	3	14
McDowell ...	14	64	Hyde	3	15
Davidson	14	127	Halifax	3	30
Surry	14	76	Vance	3	10
Madison	13	70	Lee	3	10
Cabarrus ...	12	165	Bladen	2	15
Martin	12	90	Burke	2	85
Hoke	11	175	Forsyth	2	20
Iredell	11	116	Granville ...	2	30
Onslow	11	50	Henderson ..	2	36
Anson	10	110	Mecklenburg .	2	20
New Hanover	10	154	Perquimans .	2	20
Alamance ...	9	80	Sampson ...	2	11
Polk	9	103	Watagua ...	2	35
Scotland	9	207	Carteret	1	1
Union	9	90	Chatham ...	1	3
Avery	8	85	Hertford	1	10
Robeson	8	129	Northampton	1	16
Swain	8	80	Craven	1	10
			Davie	1	10

Total994 9,698

Counties where no moonlight schools were conducted: Alleghany, Caswell, Cherokee, Clay, Graham, Mitchell and Tyrrell.

Counties not reporting: Jones and Montgomery.

Number of moonlight schools taught in North Carolina during the school year 1915-'16, 994.

Number of pupils attending, 9,698.

Average age of moonlight school pupils in State, 35. Oldest pupil, 83.

Youngest, 13.

CONSOLIDATION OF DISTRICTS AND TRANSPORTATION OF PUPILS.

It is a recognized fact that the one-teacher school can do but little, comparatively speaking, in the

way of educating the children of a community and raising the intellectual and rural standards of the people. Such a school is of course considerable better than no school. However the advantages to be derived from a two-teacher or a three-teacher school are so much greater than those coming from a one-teacher school.

Durham County has so consolidated its schools that almost every child is in reach of a good high school and Washington County gives eighty per cent of its children the advantage of at least a two-teacher school.

The University News Letter in discussing consolidation and transportation of pupils says:

"One hundred and sixty-three consolidated schools in Mississippi employ 515 teachers and keep 389 school wagons busy transporting 6,489 pupils. So reports Mr. J. T. Calhoun, the State Rural School Supervisor.

"These pupils are transported daily an average of four miles each at a cost of \$1.65 per month, according to a recent investigation by L. C. Brogden, our State Supervisor of Elementary Schools.

"It looks like Mississippi is leading the whole South in Consolidated Country Schools using school wagons to transport pupils.

"There are no State-wide figures for North Carolina. However, twenty counties in 1916 reported to Mr. Brogden 221 white consolidated schools and 141 pupils transported.

It is encouraging to note that our white country schools with two or more teachers number 2,220 this year. Which is to say, the number of such schools in North Carolina has nearly doubled since 1908. We fall behind Mississippi in the transportation of children in school wagons, but we are far ahead in the consolidation of country schools."

OCCUPATIONS.

Have pupils copy the following sentences, filling blanks properly:

1. A carpenter builds houses.
2. A—cultivates the soil.
3. A—cures diseases.
4. An— writes books.
5. A—measures land.
6. A—prints books.
7. A—tends sheep.
8. A—studies plants.
9. An—studies the stars.
10. A—drives a coach.
11. A—prepares the meals.
12. A—doctors horses.
13. A—makes kegs and barrels.
14. A—grinds wheat.
15. A—builds mills.
16. A—drives a team.
17. An—propels a boat.
18. An—works with electricity.
19. A—pleads before a jury.
20. A—extracts teeth.
21. A—cultivates flowers.
22. An—performs on the stage.
22. A—plays on the piano.
24. An—treats diseased eyes.
25. A—manages an electric car.—American Journal of Education.

School Room Methods and Devices.

SPELLING.

At the beginning of the term, I made each pupil a little booklet of white paper and tied with baby ribbons, which they keep in their spelling books.

The children all try to see who can keep his book the cleanest and have the fewest words in it at the end of the term. After each spelling lesson they write the word or words they have missed in that lesson, correctly in their little books. This takes but a few moments.

On Friday morning, each child copies all the words he has missed during the week on a slip of paper and hands them to me. I write all the misspelled words on the board, and after a few minutes' study we have oral spelling. Then at the close each child spells some word he has missed that week. They have fewer words each Friday.—Ex.

* * *

READING.

A plan, economical of time and creative of interest in reading for pleasure, is to dispense with the daily recitation in reading classes above the fifth or sixth grade. There is no virtue in having the pupils read aloud every day in class a verse, or paragraph, or page of assigned matter. Reading aloud to the teacher is needful only in the case of beginners, in order to give evidence of ability to gather the meaning of the printed words, and therefore, if the teaching has been good, there is no daily need of this sort of class exercise above the fifth grade. "Let the teacher assign lessons from the reader, or chapters of an interesting book, to be read by the pupils at home or during study hours or in the library, and then call the class together once or twice a week to talk over the matter read, its beauty, its faithfulness to the facts of experience, and the pleasure it afforded. At these meetings, one or another pupil may be asked to read aloud some paragraph or section which especially pleased or displeased him. Such discussions by the teacher and her pupils of what has been read, if genuine, hearty, and unaffected, untainted by the "lesson" idea, have the highest value in bringing the personality of the teacher into warm and vitalizing contact with that of the pupils, in revealing the dominant thought and feeling of the pupils to the teacher, and in stimulating the interest of the dull and indifferent by showing them that there is "something worth while in a book." If these desirable ends are to be attained, the teacher must herself have a fervid enthusiasm for literature, and a ready and intimate familiarity with books suited to the interests of children. Her own tastes must be catholic enough to include a real liking for the kind of books that children do like, as well as for those she thinks they ought to like."—Ex.

* * *

STAGES IN LANGUAGE GROWTH.

Are you a supervising principal, and do you want an eye-opener? Here is one way to get it:

Let the children in all the grades, from first to eighth, inclusive, have a written exercise on some

assigned topic, to be sprung upon them without any previous notice or opportunity for preparation. Have the papers collected at the end of the period and handed to you, the principal, without any correction or marking by the teacher. Now study the product with reference to the progressive evolution of the forms of expression, the increasing complexity of the sentences, the introduction of figures of speech, the disposition to generalize, etc.

For example, in what grade do you first find sentences containing more than one statement? At what age do the children begin to use "when" clauses and "where" clauses? Do you find adverbs in the work of the first and second year pupils? Where does the grouping of sentences into paragraphs first appear? This refers not so much to the form of the paragraph as to the grouping of related thoughts. When do the children consciously use figures of speech?

It need hardly be added that simple, easy subjects of general interest to all grades should be used. The following are suitable: "Vacation days," "Summer sports," "Signs of spring," "Different ways of riding," "Work and play at home and at school."—American Journal of Education.

* * *

WRITING.

Just a word more on penmanship. To produce good writing practice is essential. In addition to practice there must be conscious effort to improve. The way to obtain these two things is to require the use of a prescribed system of writing in all written work. Never let down the bars for the careless scribble.

At first this may seem a hard thing to do, and it will certainly require careful supervision of work and a constant stirring up of the indolent and ambitionless. Care must be taken not to give so much written work that the standard of writing cannot be maintained. Arouse the pride of the pupils in the appearance of their papers. Display good work; praise it; preserve it. Have poor work rewritten. Offer prizes for general excellence in penmanship and for improvement during the year.

To keep the pupils up to the notch at all times will mean a good deal of work for the teacher, but the result is well worth the labor. A class freed from the bondage of cramped, smeary, illegible writing is a thing of beauty and a joy forever.—Southern School News.

* * *

HOW TO WRITE INITIALS.

1. My father's name is James Richard Wilson.
2. He writes his name James R. Wilson.
3. My uncle's name is Charles Henry Ford.
4. He writes his name C. H. Ford.

What does R stand for? What kind of letter is used? What mark is placed after the letter?

What does the fourth sentence tell? What does C stand for? What does H stand for?

The first letter of a word is called its initial letter. What is the initial letter of the name Richard? Of the name Charles?

FOR FALL NATURE STUDY.

For fall nature study the following suggestions may prove helpful:

Study of fall flowers—Golden-rod, sunflower, morning glory, touch-me-not, wild aster. Parts, shapes, odor, uses. Colors peculiar to autumn flowers, purple and gold.

Insects which visit the plants: Butterflies, bees, grasshoppers, caterpillars, and spiders. Emphasize preparations insect make for winter. If convenient part of an ant's nest might be examined to find the seed that the ants have put up for the winter's food supply. However, as it is too late for the ants to gather another supply the nest should not be disturbed any more than necessary.

Autumn leaves can be gathered, pressed and mounted. Kinds of leaves, shapes, sizes and colors may be studied. Varieties that drop off and kinds that remain on trees throughout the winter may be mentioned.

Autumn fruits, formation, color, covering, uses. Include nuts. Make lists of fruits brought to market.

Seeds. Size, covering, distribution, uses. A study of winged seeds in particular will prove interesting and a good collection can be easily secured for study.—Southern School News.

**TEACHING CHILDREN TO READ A NEWS-PAPER.**

By Frank A. McMurry.

I want to speak of a recitation I saw this fall in the seventh grade. The teacher took to this little school a newspaper—Current Topics of Chicago; each child was given one. "Now," she said, "children, we will read the newspaper; begin on the left column; what is the first topic? 'Seared by Prospect French-German War,' is the heading. 'Panic on Berlin Money Market as Owners of Stocks Rush to Sell Them.'" That is the heading; that is, they read that (which was about half a column), and talked it over a bit. Then they take the next and the next; there are twelve articles on the page. They took each one as it came, until they came to the third column. She saw that the time was slipping by rapidly. "The third column tells about Taft's trip away for 46 days, 13,000 miles. The President will cover the country, speaking on some unusual subjects; he has \$25,000 for travel. That is the heading," she said; "we will skip that." They took the fourth column. I didn't stay there to the end; but when I left they were down to the foot of the fourth column, and I suppose were going to turn to page 2 soon after I left.

She began that recitation just the same as anyone takes any recitation; to begin where it begins, and go as far as you can get. Now, that represents a certain plane of instruction. That, to my mind, was totally wrong. Let me show you, now, how I would think to take it—take up one's newspaper; she didn't read the paper at all. A surprising number of seventh grade children do read the paper, as one of them suggested today. "Children, you have to read the paper; and all of you will be reading it one day, and magazines, and so

on; it is quite a treat to read these things rightly; let us see, now, how we can find out to read this paper properly." There a purpose is before them which will govern their whole lives all through reading papers and magazines and other publications. Commissioner Kendall told me last night that the number of publications issued in the United States the past year was so great that there were about 700 to each person. That shows how largely this is coming into our lives. "Here, children, you are going to handle papers a lot. Let us see how you do it. Do you know how? Do you know how? Here, Johnny, you think you know how; how would you get at it?" Notice, the teacher said: "Children, begin on the left hand column, first page," and the thing they read first was a panic on the Berlin money market. They were talking about stocks; I wondered how many of them were thinking about cattle when they spoke about stocks. I warrant some of them were; but I wasn't sure.

I would like to test the initiative in these children—the leadership. "Again, how would you read this paper? I would begin with the first thing; who would do it differently?" I would run around and see what was worth reading by the headings. There are right ways, you see. Now, the respect for conduct in this whole situation is found in the way people do read newspapers—people who are really intelligent. You see, I am in harmony with my thought of this forenoon; I want to teach them how thoroughly capable men and women read newspapers; and they don't begin, necessarily, on the left hand column and take things in their order. The commonest heading is: "Foreigners Who Come Here;" "The World's Greatest Cities;" "The Lesson of a Great Strike;" "A Doctor's Daring Tests;" "Old Age Pensions." There are twelve articles here; I would like to see if those children could look around and see what there is worth reading on that page, judging from the headings. That is the way I read a paper. The teacher was so far removed from the ordinary way of really reading papers that the thing that she skipped was probably the most important thing on the page.

You see, she wasn't working on developing the power of judgment on their part and that is one of the first things that is called for in reading and selecting reading matter. She wasn't thinking of that; so she wasn't putting before them a real purpose; that is, the reading of papers and knowing how to read. She wasn't letting them read for exercising their own initiative, using all their power, and then coming in to criticize. She told them just what to do; she was the leader throughout; she wasn't allowing them to achieve judgment; she used all the judgment that was shown, and there wasn't much shown.

Those who are to succeed must have the habit of thrift. The boy who, when he is fifteen years old, knows how to make his suits and his shoes last as long as possible, who wastes neither his study-time nor his play-time, who already has a bank account, however small, is sure to succeed. He may not make a fortune in dollars and cents; but he will be independent and a credit to the community in which he lives.—Stories of Thrift for Young Americans.

STORIES FOR TEACHERS AND PUPILS

A FAIRY STORY.

Ruth McNabb, in Statesville High School Magazine.

Ruth had been as naughty as a little girl could be all day long. Mother was punishing her by locking her up in her little bed room without any lunch. Ruth was sitting by the window weeping bitterly when all at once she heard a bell tinkle. Looking out through her tears she saw a beautiful little lady standing on a lovely white rose which bloomed on the bush just outside the open window.

"Why what's the matter, dear?" asked the little lady.

"Mother won't let me go out and play," sobbed Ruth.

"Well come with me and I'll take you to the most beautiful garden you ever saw," said the fairy lady.

The little lady led Ruth down a green path and into a large garden where flowers bloomed in a wild profusion.

They wandered beside a brook and Ruth gathered flowers and twined them in her golden curls. Suddenly she stopped and gave a little cry, for she had come face to face with an odd, ugly little creature.

The fairy lady told Ruth that the creature was only a reflection of herself in a fairyland mirror.

"Our mirrors reflect the hearts of little girls and boys and not their faces," she explained, "What makes you so ugly is the unkind thoughts and deeds you have in your heart."

Ruth began to cry, but the fairy said:

"Don't cry, dear, and be better next time."

Just then Ruth awoke (for she had been dreaming) and found that it was mother who was speaking to her and not the fairy lady.

WHAT HAPPENED NEXT?

Alice E. Allen in Primary Education.

(The little unfinished stories of this series are to be read or told to the children. Then let them tell in their own way the rest of the story.)

Mother was on the porch ringing the big dinner bell. "Ding Dong! Ding Dong!" it cried as loud as it could. Father and the pretty brown pony were flying down the road toward Uncle Billy's. Aunt Kate was running wildly up and down stairs from the cellar to the attic, calling, "Billy, Billy, where are you?" Towser was wagging his tail and trying to say, "Listen to me! Listen to me!" Big brother Tom was putting on his snowshoes and looking very anxious. Big sister Nell was in the road looking first one way, then the other, and wishing he could look both ways at once. And the big, round moon was looking out from a cloud and wondering what was the matter.

What was the matter? Little Billy was lost. At least, he couldn't be found. There was so many places jolly little Billy might be. Father was sure he would find him at Uncle Billy's eating supper with his little cousins. Aunt Kate thought he'd fallen asleep somewhere in the house. Tom had seen tiny snowshoe tracks leading toward a snow-house

he'd built for Billy over near the woods. And he couldn't find any tracks coming back. Nell thought one of the boys coasting on the hills just above the farmhouse had taken him for a ride on his sled. Mother was sure the big bell would help bring him home wherever he was. And Towser and the moon didn't tell what they thought.

What happened next? Where was Billy? Who found him? What did Towser have to do with it? Tell just what happened, and make a funny ending to your story.

GRANDPA'S STORY.

"Tell us a story, Grandpa," coaxed Max and Edith one day as they sat under the big blossoming apple tree.

"I'll tell you a true story," said Grandpa.

"Once upon a time when I was a little boy I lived in a little log house near a big wood. I had one brother, Hugh, and we were great friends."

In those days there were many Indians about, but for the most part they were friendly. There was one Indian in particular who was very friendly with Hugh and me. His name was Red Eagle. He taught us how to shoot and fish.

One day father and mother drove to the nearest settlement, twenty miles away, and Hugh and I were left alone.

But we didn't mind that, as there was plenty to do. We plowed a small field and then planted a lot of corn and oats.

At about three o'clock, Red Eagle came along. He seemed rather excited.

"You come quick," he said. "Heap big bear. Bring guns."

Hugh and I had always wanted to shoot a bear, so we grabbed our guns and ran after Red Eagle.

After walking through the woods for about ten minutes we saw a big, black bear rising on his hind legs. We raised our guns, but Red Eagle was quicker than we were, and killed him with one shot.

As we ran forward a second bear rose from behind some bushes.

We stopped suddenly and Hugh and I fired our guns at the same time. But in our excitement we missed, and the bear came towards us.

Red Eagle got behind the bear, and kneeling on the ground, aimed and fired, and she fell, shot through the heart. Then we ran forward and what do you think we found? Well, we found two of the littlest, blackest, baby bears you ever saw.

We carried them home and in a few weeks they became quite tame and followed us around just like little dogs.

We offered one to Red Eagle, but he wouldn't take it. But he took the skins of the two big bears and sold them.

That night when father and mother came home and we told them of our adventure, father said, "I am glad those bears were killed, for I am sure they have been killing some of our stock. Now, since you worked so hard in the field today, I think you have earned a holiday, so tomorrow you may go fishing with Red Eagle."—Exchange.

THE NORTH CAROLINA STORY TELLERS' LEAGUE

At the Summer School for Teachers held the past summer at the University of North Carolina the North Carolina Story Tellers' League was organized by a number of the teachers in attendance. Among the organizers were the instructors in the Story Telling Department of the Summer School, members of the story telling classes, rural supervisors, and a number of high school principals. The object as stated in the constitutions is to encourage the gathering and telling of stories. The officers and members hope that many of these stories will be North Carolina stories.

An important feature of the work of the new League will be to aid in collecting and arranging in permanent form the folk-lore and local stories of the various sections of the State. With this end in view the branch leagues are urged to collect such stories and send to the president of the State League.

A program committee has been selected and one member of this committee will arrange each month a program for publication in **North Carolina Education**. An effort will be made not to give programs in detail, but to make the published programs suggestive. The officers in order to make the story telling programs uniform have suggested that the program committee use as the source of the general material the books mentioned in the program published in this issue.

The officers of the League are: Mrs. R. E. Ranson, Southport, President; Miss Elva Hall, Belmont, Vice-President; Mrs. Cassie Cox, Edenton, Secretary; Miss Pearl Hildebrand, Chapel Hill, Treasurer.

The following programme committee has been appointed:

September, Mrs. J. Y. Paris, Oxford; October, Miss Daphne Carraway, Raleigh; November, Miss Bessie Dunlap, Tarboro; December, Miss Mary E. Wells, Franklin; January, Mrs. J. B. Aiken, Elm City; February, Miss Annie Cherry, Lillington; March, Mrs. E. J. Coltrane, Jamestown; April, Miss Mildred Moses, Chapel Hill; May, Miss Edna Rankin, Belmont; June, Miss Mary W. Hyman, Selma; July, Miss Hester C. Struthers, Grists; August, Miss Rosa Harris, Concord.

The by-laws state that the annual meeting shall take place at Chapel Hill, North Carolina, on Friday preceding the 4th of July, and the dues of the association shall be twenty-five cents per year, ten cents of which shall be sent to National headquarters, and fifteen cents of which shall cover local expenses.

The September Programme.

The programme for September arranged by Mrs. J. Y. Paris, of Oxford, is as follows:

The First Day in Jean Mitchell's School, from Jean Mitchell's School, Public School Publishing Company, Chicago.

The Legend of the Gentian, from "Tell It Again Stories," Ginn & Co.

The Story of Epaminondas and His Auntie, from "Stories to Tell Children," Houghton, Mifflin Co., New York.

Johnny Chuck Finds the Best Thing in the World,

from "Stories Children Need," Milton, Bradley Company, Springfield, Mass.

Columbus and the Egg, Columbus at La Rabida, The Munity, The First Landing of Columbus in the New World, all from "Good Stories for Great Holidays, Houghton, Mifflin Company, New York.

MEMORY SELECTIONS.

"It matters not how straight the gate,
How charged with punishments the scroll,
I am the master of my fate;
I am the captain of my soul."

Obedience.

If you're told to do a thing,
And mean to do it really,
Never let it be by halves;
Do it fully, freely!
Do not make a poor excuse,
Waiting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready.
—Phoebe Cary.

Dare to do Right.

Dare to do right! Dare to be true!
You have a work that no other can do;
Do it so bravely, so kindly, so well,
Angels will hasten the story to tell.

Dare to do right! Dare to be true!
Other men's failures can never save you;
Stand by your conscience, your honor, your faith;
Stand like a hero, and battle till death.
—Geo. L. Taylor.

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.—Phil. 4:8.

Over and over again,
No matter which way I turn,
I always find in the book of life,
Some lesson I have to learn.
I must take my turn at the mill,
I must grind out the golden grain,
I must work at my task with a resolute will,
Over and over again.

—Selected.

If Wisdom's ways you wisely seek,
Five things observe with care;
To whom you speak, of whom you speak,
And how, and when, and where.

—Anon.

Swat the flies, smite the weeds, cut the grass, pile up the wood, burn the rubbish, lay out the diamond, play ball, introduce new games and amusements. Make recesses count for rest and recreation.

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Look out for the drinking water! There should be pure, sweet, wholesome water for the pupils to drink.

What has become of the rural library during vacation? It should be in readiness for the pupils on the opening day.

The Pupil's Reading Circle is increasing in popularity in North Carolina. Every teacher can have such a circle. The rural library is available for that purpose.

No school board should think of having the school opened until the school-house has been thoroughly cleaned and aired, and all the weeds cut and cleared away from the school grounds.

The anniversary number of the Statesville High School Magazine is dedicated to Superintendent D. Matt Thompson—"Scholar, gentleman, and children's friend," who has been Superintendent of the Statesville School for twenty-five years.

What do you think of a school committee that would permit the school to open in a community where there was no drinking water save at a neighbor's well, and that a half mile or mile away? Such a condition is an imposition on the neighbor and a reflection on the school officers of the county.

We are publishing a fairy story that was written by Miss Myrtle McNabb of the Statesville High School. If the high school teachers will encourage the students to write stories and will send them to the Editor of **North Carolina Education** we will give a copy of North Carolina Poems to the author of the best story published. Stories of travel, adventure, nature stories, and fairy stories will be accepted.

Have you noticed the progress that has been made in North Carolina during the past few years? The County Superintendent visits his school in an au-

tomobile and covers his county in one-fifth of the time. His rural supervisor meets him in the road in her automobile. They exchange a few words and pass on. Soon the farm demonstrator comes along with a case of hog serum and a sack of improved seed and the chug ehug! of his machine breaks the monotony of the road. Finally the health officer with a case of vaccine points and hook worm remedies and a bundle of charts and maps spins along the dusty roads and honks at the farmers' dog while he goes over his lecture for the evening. Verily, there is life in the old State.

WHAT WILL YOU DO WITH THE CHILD THAT FAILED TO PASS?

When school closed last spring each teacher had one or more students who failed to pass the prescribed amount of work. Since there are over ten thousand teachers in North Carolina, it is a conservative statement to say that at least thirty thousand children failed to pass.

What should be done with these children? Many of them are so discouraged that they will not attempt to re-enter this fall. They will drop out with a distaste for books and study. A large number will return and the most of them will have also a distaste for books and study, especially if they are required to follow the beaten paths of last year. It has been seriously questioned by many wise and very successful teachers whether a child is ever benefited by repeating a year's or a half-year's work, however poorly he may have done it the first time. Certainly the child should be promoted in the subject that he or she has passed even if he or she has failed in all but one.

How about the failures? Some students might be given a trial if there is any possibility of succeeding. But where promotion with the class is out of the question, those who have failed should be given a line of work different from that pursued last year. Wherever possible they should not be required to remain in the same room as of last year. The principal should not rely too much on his autocratic power to make the child go and do as he says, but he should study the child's needs and arrange the work so that the child may be reclaimed and not be driven from the school.

AMENDING THE CONSTITUTION.

The people of North Carolina will vote next November on certain amendments to the State Constitution. In order that the people may be informed as to the character of the amendments proposed, the Secretary of State has prepared a pamphlet containing the proposed amendments which are to be voted on next November. Every teacher in North Carolina should possess a copy of this pamphlet which can be secured either from the Secretary of

State, Raleigh, N. C., or from the County Clerk of Court.

This is a good time to make a study of the State constitution. Its purpose is set forth in the preamble, and these fourteen articles tell how the State is to be governed and the peace and prosperity of its citizens are to be secured.

But a people may outgrow some of the provisions of the constitution. Then how can a change be made? In other words, how can the constitution be amended?

Read Article XIII, which tells how it can be amended. The General Assembly has already acted, and in November the people of North Carolina will vote on the proposed amendments printed in the appendix of the pamphlet. Why, do you suppose, the people wish to make these amendments?

THE FARM-LIFE SCHOOLS MUST SHOW A PROFIT.

It is becoming easier every year to establish farm-life schools and secure ample appropriations for conducting the same. This is the type of school that is growing in popularity. The whole drift of education seems to be in the direction of vocational or industrial education. But the managers of these schools must show results. The farm must show a profit or the good farmers of the county will soon have contempt for the institution and laugh at the teachers' experiments.

Prof. E. C. Branson, of the University, in a recent bulletin gives some good advice to the promoters of the farm-life school in the mountain districts that is applicable to every such school in the State.

"I may add", he says, "that the school farm must show a clean balance sheet from year to year. It cannot be a laboratory or experiment plot, with its unavoidable deficit. The farm manager must here apply the results of expensive experimentation elsewhere, and demonstrate beyond all doubt or debate the value of other and better types of farming than the mountain people as yet know much about.

"It ought also to be clear that it is folly for the school farm to illustrate activities that do not yield a profit. The production of farm wealth in forms that cannot be turned into ready cash at a fair price under neighborhood conditions is absurd. And nobody sees the absurdity any more quickly than the keen people in our mountains. It ought to be equally clear that profit in farm products lies in access to markets and in capable salesmanship; and that the local market problem is related to improved public highways, railway facilities, and co-operative selling. And here is where the uncommercial mind of the mountaineer fails him. The mountain school, therefore, ought to step adroitly into leadership in local taxation for good roads, for consolidated, well-equipped public schools and in co-operative market and credit associations. Otherwise it will be repeating the oldtime mistake of

agricultural high schools and colleges the whole country over; a mistake that a few of them are attempting to remedy in very recent years.

MAGAZINE ARTICLES YOU SHOULD READ.

Staircase Farms of the Ancients.

The National Geographic Magazine for May contains an article that teachers of history or geography should read. "Staircase Farms of the Ancients: Astounding Farming Skill of Ancient Peruvians, who were Among the Most Industrious and Highly Organized People in History," is the title of the article. No country either in Western or the Eastern hemisphere contains more of interest to students of archaeology on ancient history than Peru. The article appearing elsewhere in this number of **Education** under the title "A Wonderful Race that has Disappeared," has been taken in the main from the above magazine article. But all teachers should read, if possible, the longer magazine article.

The Country School's Rebuilt.

The July Review of Reviews publishes an article under the above name, written by Professor Carl Holliday of the University of Montana. The writer discusses "Advertising School Activities," "Community Entertainments in School Houses," "Encouraging Safe Amusements," "The Country Theatre," "A Country Fair Maintained by Children," "Developing Local Resources," "Instruction for Adults," "Studying Commerce and Industry," "What One Wisconsin County is Doing," "Fighting Waste and Sloth," "School Gardens," "Banking for School Children," etc.

The teacher and superintendent can see from these paragraph headings what interest the article has for them. It is well written, and contains something new for the teacher to think over. The illustrations are good.

Teacherages for Rural Schools.

The Ladies' Home Journal for August contains a page of cuts illustrating the kind of teacherages that are in use in several States. In the center of the page is a "model of an ideal rural school showing a teacherage," which was designed by the National Department of Education.

It is in the West and South that this teacherage idea has taken hold strongest. The cost of the cottages is interesting. It ranges from \$500 to several thousand dollars.

Anyone reading this page and studying the different types of buildings will be able to select one that is adaptable to the community which is seriously considering to erect a teacherage. And hereafter every three-room or four-room school building erected in the rural districts should be accompanied by a teacherage, because the question of finding homes for teachers is a very important one.

Why I Think It Pays To Be Courteous.

The American Magazine for August publishes three short prize articles under the above title. The first article, "Courtesy a Good Business Asset," is by a bank cashier and tells the story of how kindness and courtesy to strangers and the poor increased the deposits in his bank and at the same time increased his income.

The second is a story of how a young woman "who takes orders over the telephone" in a market cultivated the courtesy habit and what she meant to the overworked and sometimes irritable housewives who ordered their meats through her. When she was employed one of the qualifications demanded was "she must be courteous." The story is a triumph for the gentle art of turning away wrath.

The third article is similar to the second. But the teacher could use these articles with much value in the school room.

The Problems and Sources and Methods in History Teaching.

Charles H. Wesley, of Howard University, has an interesting and in many ways a very helpful article to teachers of history in the secondary school in the May number of the *School Review*, Chicago. The title of the article is that given as the heading of this review.

The writer treats first the sources and collateral material in instruction. The second topic discussed is the more general question of methods. "How to teach" puzzles one just as much as "what to teach." Practical suggestions upon specific problems in method are noted later. The author criticizes the lecture method of the colleges and emphasizes the oral recitation, skill in questioning, topical outlines, the written questions, and the picturesque and romantic. "The method of many of our high school teachers," says the writer, "is detrimental to the growth of historical perspective or love of history in immature students." The article will bear close reading.

THE NORTH NEEDS A CAMPAIGN OF ENLIGHTENMENT.

We have been so accustomed in the South to read of campaigns in the North for missionary contributions to educate the "poor whites" and the "neglected negroes" of the South that we have ceased to become excited over the matter. There was a time when we would grow excited an "talk back", but since that did no good we became somewhat hardened to the "missionary work" and merely smiled when some shrewd artist separated a Yankee from a portion of his goods. Some of the "missionary money" has been put to good use and some has gone to enrich the artist who, like the "green goods man," doubtless felt that the laborer was worthy of his hire.

Now and then, however, a wise man of the North takes notice and talks sense. Such a man is Dr. A. E. Winship, Editor of the *Journal of Education* of Boston. Last November Dr. Winship was the guest of the North Carolina Teachers' Assembly. Soon after his return to his Boston office he wrote the following very interesting story for his journal:

"There are persons in the North who persistently misrepresent the South. A young woman of Boston is teaching in a college in the Carolinas. The college is in a rich section, and is patronized largely by young women from homes of prosperity and

culture. As she was leaving Boston after the Thanksgiving holiday to return to college, her pastor with genuine emotion expressed his sympathy for her as she went to spend the winter with "those ignorant people."

When she reached the college her room was one bower of lovely flowers and the table was laden with fruit, a welcome she had never had in Boston.

I was telling that incident in an Iowa city when the family said that on that very Sunday in their church they had a fervent appeal for contributions for mission work in the South with harrowing description of poverty and ignorance.

In all probability the missionary appeal was intended to discriminate, but the five members of that family had received the impression that this was the condition of the South.

Something should be done to squelch such misrepresentations in the North, East and West. It would be easy to draw a picture of poverty and ignorance in Boston that would stir the souls of the good people of the South.

I was in Raleigh at the State Association on the same days that Massachusetts was holding its State Association. There were several times as many teachers in attendance there as in Massachusetts, and several times as many paid their enrollment fee; they paid several times as much in railroad fare to attend, and a much larger proportion of those enrolled attended every session.

Every college and normal school in the State had a reunion, and most of them had banquets. The spirit of educational progress, of scholastic toning up, of professional devotion was everywhere in evidence.

There was not a self-righteous note sounded by any one.

There was a universal recognition of great needs, great opportunities, great responsibilities, and an intensely earnest purpose was everywhere in evidence. There was not the faintest trace of splitting hairs, philosophically, psychologically, pedagogically. Every one was thinking in large units of the great possibilities of educational leadership in the State.

The president was a woman, a cultured woman with all the grace and skill of a president of Mt. Holyoke or Wellesley, and she is a rural life leader, a woman whose life is with country schools.

Knowing the South as I know it, is it any wonder that I grow indignant at what is continually revealed through the ignorance of my neighbors and the poverty of their experience.

A woman born in the Carolinas, educated in Columbia University, occupies an important position in one of the chief educational institutions in one of the Carolinas. She was visiting in Bridgewater, Massachusetts, where a text-book was recommended to her and she wrote for it, asking that the book be sent to her school address and the bill to Bridgewater. The book was sent and instead of the bill came a letter saying if she was willing to live and teach with that "benighted people" she was welcome to any book on their list that she could use. I know the writer of that letter, and nothing could be more inconceivable, except that it is "in the air" among many Northern people.

The North needs a campaign of enlightenment."

WORK OF THE NATIONAL KINDERGARTEN ASSOCIATION

By Bessie Locke.

The many ways in which the work of extending the kindergarten can be aided through an external agency is illustrated by the report for 1915 of the National Kindergarten Association of which Dr. John Dewey of Columbia University is President.

The object of the Association, as stated in the report, is "to have the kindergarten established in every public school." To this end during the past year, it has helped to support three demonstration kindergarten classes in Bellevue, Pa., Hindman, Ky., and Rock Hill, S. C. It is expected that at the beginning of the next school year these classes will be continued, and supported entirely by local funds. As this method has proven a very effective and sound way of arousing interest locally, it is hoped that it may be continued and extended in the future.

Another practical means which the Association has utilized for securing kindergarten training for little children who do not now have it has been the continuance of its field work in California in connection with the State law which provides for the opening of kindergartens on petition of parents. Through lectures, correspondence and personal visits the special field secretary of the Association has continued to make known to parents throughout the State the value of the opportunity which the law makes possible for their children. As a result, many of them have signed the necessary petitions, and the number of kindergartens has grown from 197, in 1914, to 315 last June, while more than seventy additional kindergartens have been opened during the present school year.

As a result of this field work in California kindergarten instruction has been secured during the year for about 3,500 children. This has involved an approximate expenditure of \$70,000 on the part of local school boards.

The success of the California law has marked out a clear line of action for having the kindergarten established in every public school, and the Association has consequently endeavored to arouse interest in this new type of legislation throughout the country. Interested persons in New York, Arkansas, Texas, Kansas, New Jersey and Virginia are already alive to the advantages of this kind of work for the children of their States, and efforts are being made to bring about such changes in their kindergarten laws as will make it easy to open kindergartens when parents express a desire for this training for their children.

To have in available form information which will be helpful to persons interested in initiating or improving kindergarten legislation, a circular has been prepared in co-operation with the Kindergarten Division of the Bureau of Education, covering a short analysis of the successful mandatory legislation of California, an outline of a model kindergarten bill, successive steps in legislative work, facts about the kindergarten which legislators may wish to know, and a list of bulletins and circulars for use in legislative campaigns.

In order further to facilitate legislative work, the provisions of all the State laws relating to kindergartens have also been tabulated. It is believed that this information will be of valuable assistance

to workers throughout the country, not only in showing the comparative standing of each State as regards kindergarten legislation, but in affording suggestions which one State may well borrow from another. To make this information as helpful as possible, the number of kindergartens in each State has been included with the State law.

Believing that the present period in the growth of the kindergarten is one of standardization as well as extension, the Association has co-operated with the Kindergarten Division of the Bureau of Education and a Committee of the International Kindergarten Union in making a comparative study of kindergarten training schools throughout the country. This study is embodied in a report published by the Bureau of Education, the purpose of which is, first, to afford a basis for comparison to school administrators who wish to know the training schools that provide the best teachers, and to prospective students who would like to know where good training may be secured; and secondly, to provide an incentive to inferior training schools to improve their courses.

The report of the Association goes on to show the various kinds of assistance in educational work which it has given—through the publication and free distribution of circulars, providing speakers and written lectures, and loaning motion pictures, exhibits and lantern slides. It concludes with the statement that during the coming year advantage will be taken of every opportunity to extend the kindergarten through the continuance of activities already under way, and by the employment of such other helpful means as may suggest themselves.

Plans for a number of bulletins have been formulated and are in process of preparation. These relate to the development of the kindergarten in the American school system, a short history; the extension and improvement of the kindergarten through legislation; and suggestions for the training of children of kindergarten age living in isolated places, such as on farms, etc., based on practical experiences of kindergarten trained mothers in the care of their own children.

CALLED FOR A ROPE.

An Irishman applied at the wharf for work as a stevedore. He was only four and a half feet in height, and the boss was dubious.

"We're loading 300-pound anvils into that steamer," said he, "and a little chap like yourself couldn't handle 'em."

"Try me," said Pat.

And the boss put him to work. Pat handled the anvils aboard all right. The cargo was nearly all stowed in the hold when the boss heard a splash. He ran to the rail, and, looking over, saw Pat struggling in the water.

"Trow me a rope!" he yelled as he went under. He came up, called for a rope and went under again. Again he rose to the surface.

"If you don't throw me a rope," he sputtered angrily, "I'm going to drop this anvil."—*Western School Journal*.

News and Comment About Books

NOTES AND COMMENT.

Through D. C. Heath & Company, Boston, comes a new Edition of **Cicero's Letters** for reading in colleges. The work of selecting and editing has been done by Dr. Hubert Poteat, Professor of Latin in Wake Forest College.

¶ ¶ ¶

The price of **How to Write Business Letters**, by Walter K. Smart (A. W. Shaw Co., Chicago) is 70 cents; the price of **Salesmanship and Business Efficiency**, by J. S. Knox (Knox School of Salesmanship, Cleveland, Ohio) is \$1.75. The prices were not available when these books were noticed in our June number.

¶ ¶ ¶

"**Outline Maps and Their Use**" is the title of a little 16-page pamphlet published by McKnight and McKnight, Normal, Illinois. Although it is prepared with special reference to the Illinois State Course of Study in Geography and History, it will have a degree of interest for live teachers of geography in all our schools.

¶ ¶ ¶

The stock of **North Carolina Poems**, Edited by E. C. Brooks, has dwindled to 34 copies. Every teacher in North Carolina that is alert to the literature and history of the State should own a copy of this book. It contains 172 pages and 102 poems, by 37 authors, with an introduction and biographical notes. Price, cloth, \$1.00; paper, 50 cents. Send all orders to **North Carolina Education**, Raleigh, N. C.

¶ ¶ ¶

One of the most conspicuous figures in present-day history is President Wilson. The story of the issues and achievements which brought him to his high position is told by Mr. E. C. Brooks, Editor of **North Carolina Education**, in a 572-page book just published by Row, Peterson and Company, of Chicago. A more extended notice is printed elsewhere in this department under the title of **Woodrow Wilson as President**. Some indications of the enthusiasm with which the book is being received will be found in the

special advertisement in our regular advertising pages.

NEW BOOKS.

Community Civics. By Jessie Field and Scott Nearing. Cloth, illustrated, 270 pages. Price, 60 cents. The Macmillan Company, New York.

These authors are not strangers to progressive educators. This is a new book crowded full of the get-together spirit, making the local district the unit of constructive social and educational progress, and furnishing both in fact and inspiration a real foundation for community building. Interesting like a story.

Teaching Literature in the Grammar Grades and High Schools. By Emma Miller Bolenius, A.M., formerly Instructor in English, Central Commercial and Manual Training High School, Newark, N. J. Riverside Text-books in Education. Cloth, xv+337 pages. Price, \$1.25. Houghton, Mifflin Company, Boston, Mass.

A book of real helpfulness. It is written out of rich experience, out of a keen appreciation of literature amounting almost to genius, out of a high enthusiasm for teaching English, and, not least, out of what seems boundless industry. Nothing but the real author in real action could surpass in concrete value for the average teacher what is set forth with such remarkable skill and insight in these eleven luxurious chapters, in which are treated seventy-five classics, many of them in full!

The Federal Farm Loan System, or New Method of Farm Mortgage Finance Under National Supervision. Including full text of the Federal Farm Loan Act of 1916. By Herbert Myrick. Cloth, 240 pages. Price, \$1.00. Orange Judd Co., New York.

This is an intensely practical manual upon organizing and conducting national farm loan associations, also joint stock land banks, in accordance with the new law. It says that the new system "possesses potentialities of transcendent importance to the American people and may prove to be epochal in its economic and social benefits." The pen with which President Wilson signed the new law he presented to the author of this book, who declares the act to be "the Magna Charta of American farm finance." The wide-awake rural teacher would find that a dollar spent for this handbook would be well invested. It is a helpful manual, explaining the workings of the new Federal Farm Loan Act and

giving directions for organizing Farm Loan Associations and for utilizing the benefits of the loan system. Besides the fifteen chapters of discussion, explanation, and directions, the book contains also the full text of the act itself as signed by President Wilson, together with tables of interest, compound interest, and amortization, and answers to questions. It is written in plain language, printed in large type, easy to read and easy to understand. If you want to understand the operation of the new Federal Farm Loan Act and to discuss it intelligently with your pupils and their parents, get a copy of Mr. Myrick's book and read it carefully. W. F. M.

Woodrow Wilson as President. By Eugene Clyde Brooks, Professor of Education, Trinity College, Durham, N. C. Cloth, stamped in gold, 572 pages. Price \$1.60. Row, Peterson & Company, Chicago and New York.

This new book by the editor of **North Carolina Education** has just come from the press of his publishers. It is an absorbingly interesting record and discussion of one of the most important four-year periods in the history of the United States. It was a period of transition; the march of progress lay through untried territory; the impulse to go forward could not be stayed; forward the president, as his people's chosen leader, had to go; and the venture at almost every turn was beset by unexpected and often by imminently menacing perils. Perhaps no administration, with the exception of Lincoln's, has made such overwhelming demands upon the resourcefulness and ability of the nation's chief executive; and yet, making no claim to the authorship of the gospel of strenuousness, President Wilson has a record of arduous work and incessant achievement that must make the inventors of the strenuous life feel like surrendering whatever patent they may have on it. Mr. Brooks has made a remarkable story—a human sort of story. President Wilson's addresses, messages, and notes are woven together, in a fervent narrative. His style carries the reader along like a twin six. Of the three parts, the first covers the administration to the outbreak of the European war; the second deals with the war and the tremendous issues that came with it; the third is an appendix of 34 pages of selections from Woodrow Wilson's public addresses. It is a story that narrates, interprets, and illumines the work of the nation's wise and high-minded leader through one of the most trying periods of its history, and it should prove a great aid to good citizenship throughout the length and breadth of the land. Get it and read it. W. F. M.

Principles of Health Control. By Francis M. Walters, State Normal School, Warrensburg, Mo. Cloth, Illustrated. 476 pages. \$1.50. D. C. Heath & Co., Boston, New York, Chicago.

This book gives definite directions for the control of hygienic and physical conditions essential to good health. A chief difference between this volume and the usual textbooks upon hygiene lies in the emphasis that is placed upon corrective work. Health control, from the author's viewpoint, presents a negative and a positive phase—negative in so far as the causes of disease and bodily weakness are to be avoided, positive to the extent that weak parts are to be built up, body processes improved, and the natural defenses strengthened. Although these phases are of about equal importance, the second supplies an impelling motive for the student and fills an ever-increasing need in the life of today. Among the especially serviceable parts of the book are those outlining a new line of attack in securing healthful posture on the part of school children; the relation between health and the complexion; how to attain efficiency in old age; eye strain and its effects upon the nervous system, with methods of relief; how to wage successfully warfare upon germs; conditions for successful mental work.

The Avoidance of Fires. By Arland D. Weeks. Cloth, v+128 pages. Illustrated. 60 cents. D. C. Heath & Co., Boston, New York, Chicago.

Practical suggestions for young and old, employee and employer, by which the annual waste and destruction by fire may be reduced. There are chapters devoted to the dangers of kerosene, the dangers of gasoline, spontaneous combustion, chimneys and stoves, gas an electricity, Christmas trees and bonfires, the celebration of Independence Day, forest and prairie fires, incendiarism, dangers of moving picture exhibitions, the advantages of fire prevention, fire drills in schools, and last but not least a chapter of warnings and cautions, the heeding of which would make most fires well nigh impossible. There are also included a bibliography and a serviceable index.

The Blue Bird for Children. By Madame Maurice Maeterlinck. Edited and arranged for schools by Frederick Orville Perkins. Illustrated. Cloth, 182 pages. Price, not given. Silver Burdett & Company, Boston, Mass.

Maeterlinck's play, "The Blue Bird," is one of the most delicate and beautiful pieces of imaginative writing of the past decade. The author has been called the Belgian Shakespeare. Here Madame Maeter-

linck has rendered the play in story form for children and dedicated it affectionately "to the school children of America." In the folk lore of Lorraine the blue bird is the ancient symbol of happiness. The publishers have made of it a beautiful large-print book blossoming with many full-page pictures.

Southey's Life of Nelson. Edited With Notes and an Introduction by Edwin L. Miller, A.M., Englewood High School, Illinois. Longmans' English Classics. Cloth, xxxvii+302 pages. Price, 30 cents. Longmans, Green & Company, New York.

There is a deserved revival of interest in Southey as a prose writer. The introduction is of unusual interest and stimulating suggestiveness. Numerous explanatory footnotes and a glossary-index to the notes add value to the equipment. And all for 30 cents!

Work of Prof. N. W. Walker Appreciated.

That the work of Mr. N. W. Walker for the Summer School at the University was appreciated was shown in a very unique way. At the chapel services during the session of the Summer School Superintendent A. Vermont, of the Smithfield schools, presented John Walker, the two-weeks-old son of Professor Walker, a certificate of deposit for \$50 from the students and faculty of the Summer School. Superintendent Vermont reviewed the great work that Mr. Walker has done. An appreciative response was made by Professor Walker, who was touched by this token of esteem, and said he would keep this money on deposit for the boy until he is twenty-one.

Superintendent Kinsey, of Lenoir, Commends the Group Work.

Superintendent Joseph Kinsey, of Lenoir County, has divided his country into convenient districts or groups in order to secure better professional growth. In speaking of the group system he says:

"The rural districts were divided into seven groups and each group met at the group centre twice during the year. By this method interest was created in the school work as each had from 8 to 12 teachers and this small number could see the work of the group centre school and have the time in one day to hear discussed the methods used in this group. Instead of one county commencement at Kinston each group had its commencement at the group center. Much interest was manifested and we are looking for greater results next year. We have two three-teacher schools one four-teacher school and 24 two-teacher schools, thus reducing in one teacher schools each

year. We have an assistant county superintendent whose services are given mainly to the teachers. She renders much service in selecting teachers and soon after the school year closed more than half the places were filled. By this means the teachers had the question of next year's work settled and were preparing to attend the summer schools to get ready to do better work."

A Busy Farm Life School in June.

Mr. T. E. Browne, State Agent of the Boys' Corn Club, visited the Eureka Farm Life School (Wayne County) in June. He had the following to say of this school:

"Eureka is surely a busy place these days, with fifty-three school teachers busily engaged in classroom work from 8:45 a. m. till 4 p. m. From four to six in trips and demonstration connected with their work and almost every evening attending lectures by invited speakers.

"Just to the rear of the school building the bricklayers are busy with the construction of a commodious girls' dormitory, dining room and kitchen, and to the rear of the building the work on the school farm is being pushed by students who are working during the summer to help pay their way through school.

"A busy man is C. H. Stanton, professor of agriculture at the school, providing provisions for all these teachers, getting brick and other material on the ground for the builders, looking after the farm work and in addition teaching two classes each day.

"The inauguration and success of this summer school is due to the indomitable energy and perseverance of Miss Mae Bradford, Home Demonstration Agent; Clyde L. Davis, Farm Demonstration Agent, and Prof. C. H. Staunton. When these three individuals put their shoulders to the wheel they don't see obstacles and failure. They only see success, and to visit this school will convince any one of their having attained the goal. The summer school was made possible by a liberal donation from the Woman's Auxiliary of the Sand Hill Board of Trade, which latter organization is backing the movement with its usual determination.

The dining room is under the direction of the very efficient teacher of home economics, Miss Mary Rankin. She is giving the teachers such food as will make them all friends of the institution. A large portion of the poultry and vegetables are being furnished by club members of the county. One little girl when asked what to do with the money for the chickens she had sold them, answered, "Credit it on my board for next year." Everybody seems to be working for this school."

State School News

SCHOOL NEWS BRIEFS.

September 23 is "Play Day" at Marshville High School.

Halifax County has employed Miss Zola Porter as the Rural Supervisor of that county.

Harnett County has selected Miss Annie Cherry, of Scotland Neck, as the Rural Supervisor of the county.

Columbus County has employed Miss Eliza Parker as the Rural Supervisor of the Elementary Schools.

At Cary High School a new girls' dormitory is among the equipment provided for this year. A boys' dormitory has been projected.

Six one-teacher schools in Pitt County have been eliminated during the past year, and every child in the county has been examined by the health officer of the county.

Wake County painted its school houses white in a day. The day was July 28. The county and the schools furnished the paint, and the patriotic Junior Order men did the work.

The State Literary Fund amounted in 1903 to about \$200,000, when it was converted into a Loan Fund for building school houses. Today that fund amounts to more than \$500,000.

The Farm Demonstrator of Brunswick County has organized the farmers in the different townships with a view of holding township fairs in the fall. Every school in the county will take part in these fairs.

McDowell County had three Normal School or three six weeks of normal training courses during the past year at three different places in the county, and practically all the county teachers have enrolled.

The High School Advantages of Durham County.

Supt. C. W. Massey, of Durham County, has been so successful in consolidating schools that over eighty per cent of the children of the county are in convenient reach of a three-teacher school. One great purpose Superintendent Massey had in consolidating his schools was to give as many of the children of the county

Many North Carolina teachers are taking correspondence work with the Grayson Normal, Grayson, Ky. Write for particulars.

as possible good high school advantages.

"In addition to the primary and grammar grade work," says Superintendent Massey, "we have labored incessantly for the last fifteen years to place a high school education within reach of every boy and girl in the county. In those parts of the county distinctly rural this has been done by means of the three-teacher school, which is, under present condition, the ideal country school. These three-teacher schools have been so distributed in the county that over eighty per cent of the children are within easy reach of them. About 500 pupils outside the city of Durham are taking high school studies. All of these three-teacher schools, except one, are special tax schools."

Consolidation of Districts in Washington County.

Superintendent John W. Darden, of Washington County, writes:

"We have used every effort possible for the past five years to consolidate our one-teacher schools into two, three, and four-teacher schools. We have accomplished much along this line. Today 80 per cent of the children of the county are in reach of a good two-teacher school. Five years ago there was only one two-teacher school in the county. In our larger schools we find a healthier school spirit. This means that we have a very much larger attendance."

New Features for Mecklenburg County.

Superintendent J. H. Matthews, of Mecklenburg County, in writing of his plans for next year, says:

"It is the policy of the new board of education to institute domestic science in the three State high schools and a few three-teacher schools during the coming year. This feature was instituted in the Pineville farm life school and was instrumental in creating a most commendable spirit of enthusiasm in the farm life school. A competent farm life man is being considered for the work at Pineville.

"With the opening of spring a county demonstrator, Miss Annie Lee Rankin, was employed to give her entire time to community service work. The object of her work is to teach system and method in the home and the value of properly canned goods.

"There is a regular music teacher employed in five county schools and the work is rapidly growing in popularity and praise, as evidenced by the

increase in attendance upon recitals, cantatas and operettas. Public spirit is fast demanding the institution of music in the regular course of study."

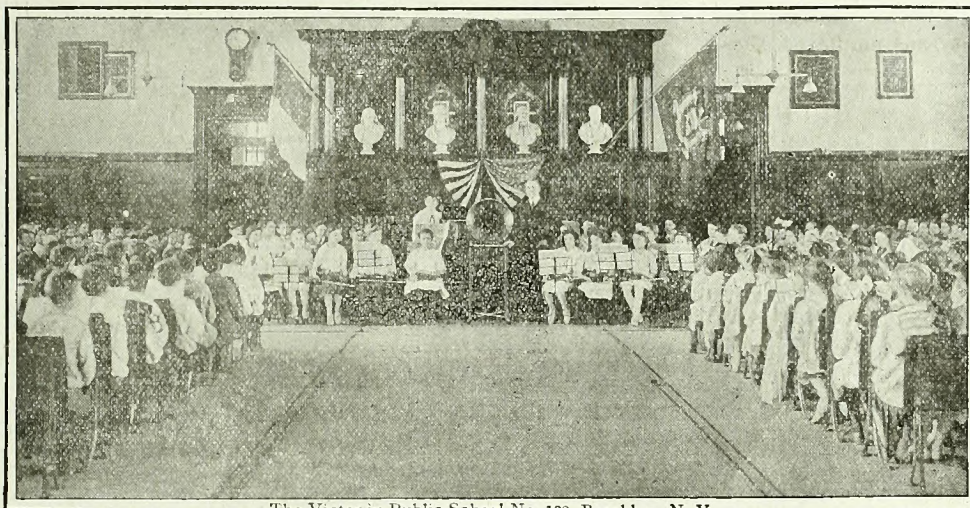
Buncombe County's Building Programme.

"The Board of Education and County Superintendent emphasized," says Supt. W. H. Hipps, "during the years, four phases of school work, viz: voting of bonds to provide adequate buildings, consolidation of schools with the view of eliminating the one-teacher school, extension of local taxation, and endeavoring to increase the average daily attendance. The following is the result of the year's work:

"At the last session of the Legislature, a law was passed, drawn by Judge J. D. Murphy, chairman of the Board of Education, that authorized any district in Buncombe County to vote bonds for the purpose of erecting a school building and furnish the same with suitable equipment. The agitation for better buildings began; mass meetings were held in a number of districts. Barnardsville led off by voting \$6,000 in bonds, Woodfin \$17,000, West Asheville, \$25,000, Biltmore \$45,000, then West Buncombe followed with \$12,000 issue, and Black Mountain \$35,000, making a total of \$140,000 in bonds.

"The most significant and gratifying thing about these elections in the above districts was the fact that these elections in the above districts they were carried practically unanimously. The State and county authorities have agreed to supplement the bond issue in two of these districts \$12,600, which makes an available fund of \$152,600 for the erection of new buildings in these districts. In addition, contracts have been let for the erection of three two-teacher school buildings, at a total cost of \$5,300. Three more districts, on account of having voted local tax are asking for new buildings. Only one of these buildings can be built. It will consolidate a two-teacher school and a one-teacher school, and thereby bringing more than two hundred children together. Not counting the latter building, there will be spent for school buildings in Buncombe County this year, the sum of \$157,900. The rural property, at present, is valued at \$141,590. By comparing the present value of the rural school property and the amount already provided for the erection of new buildings this year, shows that the value of rural school property in Buncombe County will be more than doubled this year."

Write the Teachers' Supply Co., of Grayson, Ky., for folder of special information.



The Victor in Public School No. 122, Brooklyn, N. Y.

The Victor in the schools

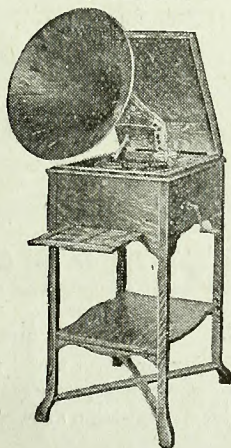
As this school year begins, over four thousand cities and towns are using the Victor in the schools. Twelve millions of school children are acquiring a knowledge of the world's greatest music and musicians through the medium of the Victor and Victor Records. Are your pupils enjoying this privilege? New Victor Records for schools include:

Attractive School Marches

- 18017 { Tenth Regiment March (R. B. Hall) Victor Military Band
10 in. 75c { In the Park March (Carl Dorn) Victor Military Band

Rote Songs for Little Children

- 18074 { The Leaves' Party (2) Thanksgiving Song (From "Songs of Child World No. 1") Elsie Baker
10 in. 75c { Land of Nod (2) Tracks in the Snow (3) Jack-o-Lantern (3) Jack-o-Lantern Olive Kline



18076
10 in. 75c

- { Humpty Dumpty
(2) To Market
(3) Crooked Man
(4) Tommy Tucker
(5) Mother Hubbard
Elizabeth Wheeler
Sing a Song of Sixpence (2) I Love
Little Pussy (3)
Georgie Porgie (4)
Pussy Cat (5) Feast
of Lanterns
Elizabeth Wheeler

17776
10 in. 75c

- { Blue Birds (2) Mr. Duck and Mr. Turkey (3) Six
Little Puppies (4) Little Birdie (Neidlinger)
("Small Songs for Small Singers") Olive Kline
Tiddlely-Winks and Tiddlely-Wee (2) The
Chicken (3) The Bunny (4) Mr. Squirrel
(Neidlinger) ("Small Songs for Small
Singers") Olive Kline

Tuskegee Institute Singers

- 13075 { The Old Time Religion Tuskegee Inst. Singers
10 in. 75c { Heaven Song (2) Inchin' Along Tuskegee Inst. Singers

Readings and Character Impersonations

- 35555 { Paul Revere's Ride (Henry W. Longfellow)
12 in. \$1.25 { William Sterling Battis
The Rising of '76 (Thomas Buchanan Read)
William Sterling Battis
35556 { Uriah Heep (Character Impersonations from
12 in. \$1.25 { Dickens' "David Copperfield") William Sterling Battis
Micawber William Sterling Battis
Our Guide in Genoa (From "Innocents Abroad,"
Mark Twain) (Samuel L. Clemens)
35563 { William Sterling Battis
12 in. \$1.25 { How Tom Whitewashed the Fence (From "Tom
Sawyer," Mark Twain) (Samuel L. Clemens)
William Sterling Battis

Just off the press

New edition of the Victor book, "What We Hear in Music"

A complete text in Music History and Appreciation, illustrated with Victor Records.

For further information, and for educational literature, see the nearest Victor dealer, or write to the

Educational Department

Victor Talking Machine Co.

Camden, N. J.

Victor XXV

\$67.50 special quotation
to schools only

When the Victor is not in use,
the horn can be placed under
the instrument safe and secure
from danger, and the cabinet
can be locked to protect it
from dust and promiscuous
use by irresponsible people.

Victor



The Annual Wake County Conference of Education.

The annual conference of the Wake County school forces was held this year at Apex Saturday, September 2. It was the eighth year that these workers have met together to review the work of the past year rather than to plan for the work of the coming year.

The school workers came to Apex. The gathering was not a local picnic; 95 per cent of the attendance, it was estimated, came from outside of Apex.

Superintendent Giles, who presided, said that the purpose of the annual meeting is threefold, to stimulate the school committeemen, to press the county superintendent and supervisors on to higher standards and to have the teachers, betterment workers and committeemen meet one another.

The morning session was devoted to address by Miss Daphne Carraway, for the school supervisors; Mr. E. E. Britton, on the Newspaper and the Schools; Dr. Hubert Poteat, on the Need of Thoroughness in Elementary Training, and Mr. C. J. Parker, of Cary, and Mr. E. H. Moser, of Wakelon, on the Farm Life School.

A telegram of greeting was read from Mr. and Mrs. Z. V. Judd, of Auburn, Ala., who have attended all of the conferences, perhaps, except this one for the past eight years.

At the afternoon session there was a review of the betterment work. Mrs. A. C. Hughes, of Apex, who is the county president, presided. Miss Minnie Franklin, the secretary, called for reports. The responses showed that Wake has 42 betterment associations with a membership of 921, and that 74 of the 75 schools have been doing betterment work. A total of \$9,379.03 has been raised during the year, \$8,236.78 of it by white associations.

With interesting pith and point Mrs. C. P. Blalock, principal of Fuquay, spoke about the reciprocal relations of the teacher and the betterment association. The work of the canning and community clubs was discussed by Mrs. Morris, the demonstration agent, and brief addresses were made by Supt. J. Y. Joyner and others.

Harnett County Pleased With The Farm Life School.

Superintendent B. P. Gentry, of Harnett, says of the Farm Life School of that county:

"We have one of the best farm-life schools to be found in the State. The plant for this school including a sixty-acre farm is worth more than \$25,000. It has been in operation only two years and its success is already assured. A man

prominent in the educational work of the State and one who travels much (said last winter that he had heard more complimentary remarks about the Harnett County farm-life school than all the others put together. The people of the county who have become acquainted with the purposes and plans of this school are proud of it and will give it much support in more ways than one."

Victor Records for September.

Lovers of music among the readers of North Carolina Education will find pleasure in this latest list of Victor Records. Calve sings the thrilling "Marseillaise;" Geraldine Farrar sings "Lead, Kindly Light;" and what this company claims to be the first satisfactory pipe organ records ever made are included in this new September list. America's best-known Dickens' impersonator, William Sterling Battis, has dramatized the famous "A Christmas Carol," and gives it in the form of a monologue in the character of Scrooge.

All this music and entertainment is easily available for every one. Those who already have a Victrola can enjoy it right in their own homes. Those who do not possess one of these instruments can at least hear some of this music at any Victor dealer's, for he will gladly play any numbers for any one.

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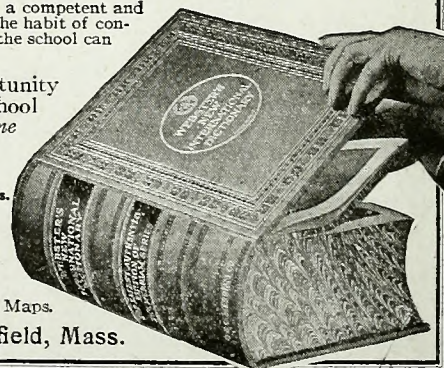
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Left Fortune to Orphans.

When the will of Mr. Albert C. Kornegay was filed for probate at Kinston this week, it was found that he left practically his entire fortune to the Oxford Orphanage. Mr. Kornegay had no children and was never a Mason. He was married years ago, but for years he has turned his attention to the ministrations of the needs of an aged mother. He provided for her needs and then turned the balance of his accumulations of a life of thrift to the orphans. The bequest includes quite a lot of valuable property in Goldsboro.

A Federation of All Club Work in Granville.

Through the untiring efforts of Miss Mary G. Shotwell, rural school supervisor of Granville County, the clubs of the county have federated. An interesting and unique meeting was held in July in the fair grounds in Oxford, when a number of the country life clubs, the woman's home demonstration clubs, the boys and girls agricultural clubs, the Boy Scouts, the Commercial Club of Oxford and the literary clubs, making about eighteen in all, decided to join together for more effective work. Mrs. W. M. Kimbell, president of the county federation, presided over the meeting, and the greeting was given by Mrs. John Webb, president of the Oxford Woman's Club. Mrs. J. T. Alderman, a former president of the North Carolina Federated Clubs, talked of the value of club work. Mrs. W. B. Waddill, of Henderson, spoke of the future of the county federations. The address of the day was by Mr. T. E. Browne, of Raleigh, on "Developing Rural Leadership Through the Work of the Boys' and Girls' Clubs." There were other interesting features, and a bountiful luncheon served. The future of this new movement will be watched with interest by the whole State.

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North Carolina Association of Geography Teachers.

At the instance of the State Council of Geography Teachers, formed and at work several months ago, the University of North Carolina held during its summer term three conferences on the teaching of geography. These conferences were led by Professor Collier Cobb of the National Council of Geography Teachers.

The attendance at the first meeting was more than 300.

The North Carolina Association of Geography Teachers was organized at the beginning of the third conference with the following officers: Prof. Collier Cobb, president; Superintendent I. C. Griffin, of Shelby, first vice-president; Miss Hester C. Struthers, of Columbus County, second vice-president; Mr. John E. Smith, secretary and treasurer.

The North Carolina State Council, as at present organized, consists of Prof. Collier Cobb, University of North Carolina, Chairman; H. E. Austin, East Carolina Training School, Greenville; John Jay Blair, Superintendent City School, Wilmington; I. C. Brogden, State Department of Education, Raleigh; E. W. Gudger, State Normal College, Greensboro; E. B. Kimsey, City High School, Asheville; S. L. Sheep, Superintendent of Schools, Marion;

and Miss Kate C. Shipp, Fassifern School, Hendersonville.

As the proceedings were reported, it is hoped that they may soon be made available for all our teachers.

The purpose of the organization is the improvement of geography teaching and the dissemination of geographical knowledge.

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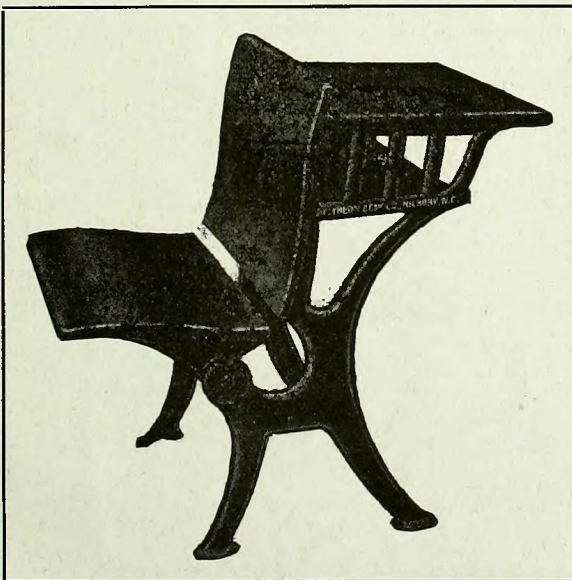
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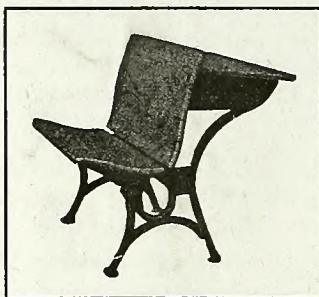
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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 2.

RALEIGH, N. C., OCTOBER, 1916.

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The Corn

Air Tennyson's "The Brook." Words by O. P. Kinsey. Arranged by Elsie French.

With many a flaunt of green and gold,
And many a glint of yellow,
My banners beautiful unfold,
In bright September mellow;
I nod beneath the Hunter's Moon,
In camps whose fires are buried,
I waken with a million spears
In brown ranks, staunch and serried;
A whisper follows on the wind,
An echo on the river,
Come rain, or drought, or sun, or snow,
Let Corn be king forever—ever—
Hail! King Corn forever!
Hail! King Corn, forever—ever—

I brave the frosts of northern lands,
I challenge broad savannas,
While wheat and rice together bow
Before my valiant banners;
Nor golden West, nor teeming East
Such wealth as mine can borrow,
The States are sentinelled by Corn,—

A fortress in each furrow.
A call is borne upon the wind,
An echo on the river,
Come rain or drought, or sun, or snow,
Let Maize be king forever—ever—
Maize be king forever—ever—
Crown King Maize forever!

In May, I sprout; then daily grow,
The sun my willing vassal;
My silken gown by August moon
Is hung with golden tassel.
I reign, yet servant am to all,
I live in song and story,
For long the Indian maize shall be
The Nation's pride and glory.
Then list the ripple in the eorn,
The echo on the river;
No famine fear nor blight be near
Our sovereign Maize forever—ever—
Hail! O, Maize, forever—ever—
Hail, O, Maize, forever!

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18 American Open Air School Journal	1.00	25 Home Needlework & Modern Priscilla	1.75	55 Scientific American	4.00
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20 Association Men (Y.M.C.A.)..	1.00	80 Independent	4.00	17 Something to Do	1.00
20 Atlantic Educational Journal—10 numbers	1.00	30 Industrial Arts Magazine.....	1.50	30 Storytellers' Magazine	1.50
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23 Christian Herald	1.50	25 Metropolitan Magazine	1.50	40 World's Work	3.00
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NORTH CAROLINA EDUCATION

Vol. XI. No. 2.

RALEIGH, N. C., OCTOBER, 1916.

Price: \$1 a Year.

OUR TEACHERS' READING CIRCLE FOR 1916-1917

By E. C. Brooks, Professor of Education, Trinity College, Durham, N. C.

THE LIST OF BOOKS ADOPTED.

The following books have been adopted for use in the Teachers Reading Circle for 1916-1917.

I—Kendall and Mirick's *How to Teach the Fundamental Subjects*—Houghton Mifflin Co., Boston. Single copies \$1.13 prepaid, in lots of ten or more \$1.00 prepaid.

II—Field and Nearing's *Community Civics*—The McMillan Co., New York. Single copies 54 cents post paid, ten or more copies 50 cents post paid to one address.

III—(a) Mace's *Method in History*—Rand McNally & Co., Chicago. 90 cents to teachers; to county superintendents 90 cents prepaid with 10 per cent discount at time of remittance.

(b) Leiper's *Language Work in Elementary Schools*—Ginn & Co., New York. Single copies \$1.00 prepaid, ten or more copies to one address 90 cents each, transportation prepaid.

IV—(a) Quick's "*the Brown House*"—The Bobbs-Merrill Co., Indianapolis, Ind. Single copies to teachers \$1.00 prepaid, in lots to superintendents 90 cents prepaid.

(b) Knight's *History of Public Education in North Carolina*—Houghton Mifflin Co., Boston.

V—Van Dyke's "*The Blue Flower*"—Charles Scribners Sons, New York. Single copies to teachers \$1.20 postpaid—to dealers \$1.00 f. o. b. New York.

Charters' Teaching the Common Branches is to be retained by those counties whose teachers have not completed the work of this book.

Three books are to be selected from the above list and Mr. E. E. Sams suggests that the selections be made as follows:

I—Kendall and Mirick's *How to Teach the Fundamental Subjects*.

II—Select one out of Group III.

III—Select one from the remainder.

IV—North Carolina Education. (Lowest Club Rates now 60 cents a year 10 months.)

BASIS OF THE FALL TERM'S WORK.

The State has been divided into district and the Departments of Education in the several colleges of the State have offered their services to the State Department to aid in conducting the Reading Circle for this year.

The list of books adopted for the Reading Circle place the emphasis on language and it has been decided to make language the basis of the fall term's work. The first book to be used, therefore, is Leiper's *Language Work in Elementary Schools*. While this book is being studied that part of Kendall and Mirick's *How to Teach the Fundamental Subjects* that bears on language should be used also. Moreover, the text-books on language in use in the public schools should be used. Since *Practical English*, Book I (Ginn & Co.), is the adopted book

and will be placed in the hands of the pupils next year this is the language text that the teachers should use in the Reading Circle work this year.

Leiper's Language Work in the Elementary Schools.

This is the one book that all teachers should have and they should get it at once. We are giving below the general plan for the study of language this year. But as a special assignment the teachers should read in this book the following:

1. **The Introduction**—This is perhaps the best chapter in the book. It is a general treatment of the subject. See pages 1 to 4.

2. **Grade One**—Teachers of the primary grades, that is, those whose work is almost exclusively confined to the grades below the fourth grade should study carefully "Grade One". (See pages 25-56.)

3. **Grade Four**—Teachers of the grammar grades, that is, those whose work is above the fourth grade, should follow the work through the first three grades but put special emphasis on grade four.

The Outline of the Fall Term's Course.

The emphasis is placed on (1) Correct Spoken Language, and (2) Correct Written Language. Read the references to Leiper. I refer you also to Kendall and Mirick's *How to Teach the Fundamental Subjects*. Pages 1 to 68 with special emphasis on the following,

English as a spoken language—fundamental to good written language, the teacher as a model, and methods and devices for teaching oral English.

The Outline—I. Correct Spoken Language.

1. **Stories in School**. Use the rural library as of last year. So plan the work that students may bring on class at least twice each week some good story and tell it to the class or the school. The student should be allowed as much freedom as possible in the telling. No serious criticism of the telling of the story should be made until the pupil has finished the telling. Stories should be selected from the rural library unless some better source is found and they should be taken from—

(a) Literature—Some good short story.

(b) History—The story of some historic character or some historic event.

(c) Nature—Story of plants or animals or land formation. Geographical reader or nature reader or books on agriculture may be used.

(d) Current Events—A story of the countries now at war, or of the present political campaign or of any great national or international event. See the September number of Education for advice as to How to Read the Newspaper.

2. **Club Work or Friday Afternoon Exercises.**

(a) Literary Societies—In addition to the class room work the best of this work can be done in

the clubs as they were formed last year, or the Friday afternoon exercises.

(b) Literary Contests—Teachers should encourage contest between schools. The object is to give life to the school work and to train the children to talk well and to express themselves in a logical and natural manner.

II. Correct Written Language.

1. Letter Writing—One of the best ways to get the full expression of the child is by letter writing. In order to make the work worth while the teacher should suggest the subject for the pupils until they can supply their own subjects. The following subjects are for consideration:

(a) Best letter on the school news of the week.

(b) Best letter on activities in the community. This might deal with the Corn Clubs, Tomato Clubs, etc., or activities for the betterment of the community.

(c) Best letter on national current events.

2. Forms of Writing.

(a) Emphasize this fall the correct use of capitals, the period, the question mark, the paragraph, and the margin.

(b) Let the students study their own compositions or letters two or three days before they are presented to the school. In the meantime the teacher should be making suggestions constantly for the correct use of these forms. Require the pupils to correct their own mistakes.

(c) Set apart one period in the week for general study by the teacher and pupils working together, during which time the letters as presented are corrected. In this way the teacher can avoid much of the drudgery in correcting the composition work of the pupils.

(d) Follow directions in your language book and in your reading circle book. Other assignments will be made later in these books.

Reading Circle of the High School Teachers.

The following outline has been prepared by Dr. E. W. Knight for the High School Teachers of Durham County, and other teachers that desire to follow it. The general plan for high school teacher is the same as that for primary and grammar school teachers. That is, language is to be made the basis:

Type studies in the various high school subjects are to be worked out during this year. Beginning with the next teachers' meeting subjects will be assigned on which these type studies will be made and work will begin at once.

It is desired that teachers select their own general subject (history, geography, language, mathematics, or any other subject), and to report at the next teachers' meeting the topic in the subject selected which they wish to begin work on first. The plan is to develop several type studies in the various high school subjects during the year, to discuss them in class as we go along, and to report on them from time to time.

The plan of teaching the lesson or lessons of the topic or subject will be considered at the next meeting. The plan below is suggestive:

1. Topic or subject of the lesson.

(a) Textbook assignment (name of the text used.)

(b) Available supplementary readings suggested to the students.

(c) Supplementary or illustrative material (stories, pictures, objects, etc.) used by the teacher.

2. Plan of teaching the lesson.

(a) The essential facts directly offered or given the class by the teacher.

(b) The essential facts or points inferred or reasoned out by the class.

(c) Method of preventing the subject in class.

Suggestions and Questions.

1. In assigning the topic did you give to individual members of the class special parts of the main subject, holding them responsible for a brief but clear talk on the topic assigned? How did this work?

2. After the presentation and discussion of the lesson could all the members of the class give a full and clearly worded statement of any part of the topic or subject?

3. How much illustrative material on the subject was brought in by the members of the class?

4. What recognition did you give to such contributions?

5. How much blackboard work was done in teaching the subject?

6. Can all of your children give a good oral reproduction of the principal topics treated the previous day?

7. Can they give clearly written reproduction of such topics.

8. What evidence have you that your class is growing in ability to draw safe conclusions on the material which they are studying? To make practical applications of the essential parts of the material which they have mastered?

THE CO-OPERATION OF THE COLLEGES IN CONDUCTING THE TEACHERS' READING COURSE.

The Teachers' Assembly passed a resolution last November requesting the department of education of the several colleges of the State to co-operate with the State Department in putting into effect a uniform Teachers' Reading Course. The committee appointed to work out the plans for this co-operation met in Raleigh in June, and in order that the entire State might be covered, this committee deemed it advisable to divide the State into groups of counties to be assigned to the institutions taking part in the work.

The counties were grouped as follows:

Appalachian Training School.

B. B. Dougherty, Director.

Alleghany, Ashe, Avery, Caldwell, Mitchell, Watauga, Wikes, Yancy.

Colowhee Normal School.

A. C. Reynolds, Director.

Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Polk, Swain, Transylvania.

Davidson College.

———, Director.

Alexander, Burke, Catawba, Cleveland, Gaston, Iredell, Lincoln, McDowell, Mecklenburg, Rutherford.

East Carolina Training School.

C. W. Wilson, Director.

Beaufort, Cartaret, Craven, Greene, Jones, Lenoir, Ouslow, Pamlico, Pitt, Hyde.

Guilford College.

_____, Director.

Cabarrus, Davie, Forsyth, Rowan, Surry, Yadkin.

Elon College.

W. C. Wicker, Director.

Alamance, Caswell, Person, Rockingham, Stokes.

N. C. College of Agriculture and Mechanic Arts.

T. P. Harrison, Director.

Duplin, Pender, Wayne.

State Normal and Industrial College.

_____, Director.

Anson, Davidson, Guilford, Montgomery, Randolph, Richmond, Stanly, Union.

Trinity College.

E. C. Brooks, Director.

Camden, Chowan, Currituck, Durham, Gates, Granville, Halifax, Hertford, Northampton, Pasquotank, Perquimans, Warren.

University of North Carolina.

L. A. Williams, Director.

Bladen, Brunswick, Chatham, Columbus, Cumberland, Harnett, Hoke, Johnston, Lee, Moore, New over, Orange, Robeson, Sampson, Scotland.

Wake Forest College.

J. H. Highsmith, Director.

Bertie, Dare, Edgecombe, Franklin, Martin, Nash, Tyrrell, Vance, Wake, Washington.

The superintendents of the counties should communicate at once with their respective Directors in order that the reading course work may be more helpful this year than it has ever been.

THE RELATIVE COST OF SUBJECTS

A good deal is being written today on business management, and it is frequently the case, in this connection to find a table showing the relative cost of teaching the school subjects. All this is very good and points to a better day when the public money will be more wisely handled, perhaps, than it is today in some places.

The American School Board Journal for September contains: "A Story in High School Cost of Production." The per capita cost of teaching the high school subjects in one high school surveyed is rather interesting, as follows:

Agriculture IV	\$91.67
Agriculture III	68.75
Agriculture II	30.55
Virgil III and IV	23.75
History II	18.21
Domestic Science II	16.36
Manual Training II	15.28
Mechanical Drawing	11.98
Arithmetic I	11.58
Caesar II	10.98
Public Speaking III	9.53
Commercial Law III	9.17
Commercial Geography II	9.11
Bookkeeping III	8.80
Latin I	8.14
Physics IV	7.98
Economics IV	7.91
German II	7.93
Bookkeeping II	7.60
Solid Geometry	7.50
Teaching IV	7.25
English II	6.84
Geometry II	6.48
Chemistry III	6.41
English IV	6.23
German III	6.07
English III	5.99
Stenography—Typewriter IV	5.95
English I	5.85
Algebra I	5.69
Physiology II	5.56
History I	5.43

History IV	4.90
Physiography I	4.90
History III	4.55

How This Cost Was Computed.

"The above cost in each case were computed," says the writer, "by dividing the annual salary paid the teacher by the number of classes taught daily by that teacher, and by dividing again this quotient by the number of pupils enrolled in the class under consideration. The table, therefore, gives the per pupil cost per subject for teaching alone, and not the total cost per pupil in that subject. The additional per pupil cost for incidental expenses expressly incurred in each class was not figured out because the school under survey had no classified record of such expenses. This additional quantity should be determined. The records of high school expenses should be kept in a classified form so that investigation is possible.

"It is evident that the above disclosure necessitated attention. To stop unnecessary expense due to small enrollments in such classes as Agriculture III and IV, these classes were recommended to be combined by offering Agriculture III one year and Agriculture IV the next year. The teachers in certain of the subjects were directed to devise publicity campaigns for securing larger enrollments. A minimum class-enrollment was recommended. When there is no established minimum to the class-enrollments some subjects are apt to be continued from year to year after they have been practically discarded by the community. This leads to inexcusable waste of school funds. The set minimum acts also to put the special teachers of new subjects, for which there may be little demand, at first, on their mettle to increase the popularity and worth of their departments as the people see it."

The writer, it is assumed, investigated the teaching of agriculture, and ascertained whether the teacher did any extension work and if so how much of the cost of maintaining that teacher was charged up to extension work. A good teacher of agriculture that does no extension work is unthinkable.

But this is aside really from the writer's argument. He continues as follows:

Needs of Better Business Management.

"We have at present no regionally derived standards for estimating the efficiency of the high school when there is a survey of its per pupil per subject cost of local operation. Extensive surveys should be made of high schools located in regional units in order to determine such standards for use in evaluating local experiences.

"Finally, schoolmen in charge of high schools must give more attention to the financial details involved in the operation of the high school plant. Efficiency surveys are spreading from business enterprises into the business of high school management. The high school is a great public financial enterprise. The unprecedented rise of new high

schools, and the growth of those already in operation have been the marvels of the present decade. The financial side of school management must not be overlooked during this period of egregious growth. Under the cover of great popular enthusiasm for results specifically educational, essentials in financing are easily lost sight of. Undetected extravagance may flourish, while popular expectation is satisfied in its enthusiasm for education; but the day of reckoning always comes. The recurring retrenchment paroxysm is usually a definite index of past business inefficiency. The policy involved in retrenchment is unbusiness-like. The high school whose management is alert to standardize its financial management according to efficiency measures, may have little fear of a retrenchment stampede."

SCHOOL ADMINISTRATION

AGRICULTURE AND HOME ECONOMICS COURSE.

The Farm-Life School of Philadelphia, Robeson County, has issued a bulletin which is an announcement of its plan of organization. It seems to be so well thought out that the Agriculture and Home Economics Course is published below in full.

This school offers two programs—one that prepares for college, the other that trains for farm management. The college preparatory courses are so arranged that students have a choice of selecting four out of the five subjects offered. Therefore, Latin is not required in any case.

The second program of studies embrace the Agriculture and Home Economics Course. This course we publish in full:

OUTLINE OF AGRICULTURE AND HOME ECONOMICS COURSES.

First Year.

Periods	Units.	Periods	Units.
Per Week.		Per Week.	
English	1	phy (1st term)	.5
Mathematics	1	Elementary Bota-	
Physical Geogra-		ny 2nd term)	.5

Boys.

Agriculture6	Manual Training	.2
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Girls.

Cooking6	Sewing2
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Second Year.

Advanced Botany		(second term)	.2
(first term)....	.3	Poultry (first	
English	1	term)2
Mathematics	1	Poultry (second	
Advanced Botany		terms)3

Boys.

Vegetable Garden-		Manual Training	.2
ing3		

Girls.

Cooking3	Sewing2
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Third Year.

English5	Elementary Chem-	
Mathematics5	istry3

Period Units. Per Week.

Horticulture .....	.2	.4	Swine Husbandry	2	.4
Dairying .....	.3	.6			

Boys.

Girls.

Cooking .....	.3	.6	Elective	2	.4
Sewing .....	.2	.4			

Fourth Year.

English .....	.5	1	Physics	3	.6
Mathematics .....	.5	1			

Boys.

Farm Manage-			Agronomy .....	.5	1
ment .....	.2	.4			

Girls.

Cooking .....	.3	.6	Elective	2	.4
Sewing .....	.2	.4			

SUPERVISION IN SMALL CITIES.

W. S. Deffenbaugh, U. S. Bureau of Education.

It has been my observation that the best schools are in those cities where the superintendent devotes much of his time to class-room visitation, to an analysis of results, and to conference with teachers. A superintendent in a city employing 100 teachers told me that as teachers' salaries were low in that city and as he could not find experienced teachers he had to train them in service. The teaching in that city, I found, was above the average, due largely to the fact that the superintendent spent nearly all his time visiting classrooms, analyzing results, and helping the teachers better to comprehend their problems. In another city the school machinery, as outlined on paper, is perfect, but the superintendent is only a business man; he knows little of what the teachers are doing—their methods of instruction and results. On the whole the teaching practice in that city is inferior. One of the great objects of the schools is defeated because the superintendent does not supervise and because he does not know how well his assistants are supervising. He is tied to his desk. No matter how many supervisors there

are or how well they are qualified for their work the superintendent must be the chief supervising officer and take time to learn what is taking place in the classrooms. He himself must make a first-hand diagnosis and prescribe the remedy.

Much of the haphazard work in some schools is due to the fact that conditions are not analyzed and that there is no well worked out chart for the teachers' guidance, no definite end in view. A course of study worked out in detail so as to present aims is as necessary for the guidance of a teacher as a blue print is for the guidance of a mechanic. If such course is provided a teacher cannot say that she does not know what is expected of her. A course

of study worked out in detail as to aims does not interfere with the individuality of a teacher, as some teachers claim, but leaves her free to devise ways and means for attaining the aims and of doing the work prescribed for the grade. In order to know whether the teachers are reaching the ends in view the supervisor must know how to measure results, he must have scales of measurement, both subjective and objective. Subjective scales are needed in the work of supervision so that supervisors may have a common standard by which to judge teaching when they visit classrooms, and so that teachers may know by what standards their work is evaluated.

SUGGESTIVE CORRELATIONS FOR OCTOBER

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language lessons.—Conversations with younger pupils about the progress being made on the farms in harvesting crops should provide supplementary work for them. Brief written statements concerning their observations at home should be required. Of pupils of more advanced classes, narrations concerning their observations in connection with methods employed in harvesting should be required. After the stories have been related orally in class the pupils should be required to reduce them to writing. The more advanced pupils should write stories and descriptions concerning observations on excursions.

Reading and spelling.—The following are suggested for supplementary work in reading during this month: *The Kitten and the Falling Leaves*, Wordsworth; *Evening at the Farm*, J. T. Trowbridge; *The Corn Song*, Whittier; *That Calf*, Alice Cary; *Autumn Leaves*, George Cooper; *Autumn*, Edmund Spenser; *Farmyard Song*, J. T. Trowbridge, and *Harvest Song*, James Montgomery.

List and assign the new words bearing on agriculture found in the correlating exercises of this month. The following are suggested as examples of words that will appear: Variety, crib, soil, plat, test, report, visit, fair, pumpkin, exhibit.

Drawing.—The following are suggested for outline work in drawing: Ears of corn, grains of corn, open cotton boll, pumpkins, potatoes, and other field and garden products in season.

History.—Have each pupil, sufficiently advanced to do so, prepare a history of his homestead or place at which he resides, dating back as far as reliable information may be had. Special mention should be made of the farm improvement, the character of the crops grown and with what success, and the connection the home and the people have had with the agricultural and school development of the community.

Geography.—Have the younger pupils prepare an outline of the farmstead showing location of the

house, outbuilding, garden, and orchard. Require them to use seeds and pictures to indicate the location of the permanent objects on the farm and to indicate the farm products and animals grown.

Have the older pupils study the yields of the crops of the community as affected by elevation and character of soil. Let it be shown in each case where there are striking examples of good or poor yields whether it is due to the elevation or to the character of the soil.

Require the more advanced pupils of this group to plat a 5-acre piece of ground, locating the trees, streams, hills and hollows, houses, if any, crops grown, relative yields, and the different kinds of soil.

Arithmetic.—For the simpler processes with the younger pupils use shelled peanuts, finding the number of peas in a pod of each variety, the number in a pint, and estimate the number required to plant given area. Determine the number of rows of grain on an ear of corn, the number of grains in a row, and the whole number of grains on the ear. By using specimens of different varieties these exercises may be multiplied to meet the needs of the work. Similar processes with cotton seed and other garden and field crops may be developed. For more advanced pupils simple processes in the cost of material for farm buildings may be used.

Excursions and practical work.—Weekly trips to nearby fields for the purpose of observing methods of harvesting crops and seed selection should be made. In most sections of the South October is the month for county fairs. By all means let the teacher spend at least one day with his pupils at the fair for the purpose of studying the exhibits and taking notes. The agricultural exhibits at the fair should prove a source of splendid material for correlation exercises.

Seasonable work in the school or home garden should constitute the practical work of the month.

When you renew your subscription, be sure to remember to order also that copy of *North Carolina Poems* you have been intending to get. Only about thirty copies are now left. The cloth copies are \$1.00, the paper bound 50 cents. The editions are the same except in binding.

THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

The programs of stories for the North Carolina Story Tellers' League as published this year in *North Carolina Education* will be, in the main, holiday stories. This must not be taken to mean that we are not interested in, or trying to encourage the telling of all good stories. But there are so many stories that center around our holidays—stories that the children and often the older people have never heard—that it seems best to emphasize holiday programs. When we begin the arranging of a program of holiday stories the task lies in selecting only the best, since we hope to make holidays the means of education as well as inspiration. But of those who are trying to follow these programs we want to ask that they do not tell so many stories of holidays that they neglect other fields open to the story teller.

Every child has an instinctive longing for stories, and since we have learned that he usually longs for what he needs in his development we should give him stories. Not those we just happen to know, or those easiest found, but we should make a very careful selection for the story often plays a part we have never dreamed of. Stories bring within our reach every circumstance of life, and give us men and women of all ages in action.

The North Carolina Story Tellers' League is a new organization, and will be compelled to make some experiments. But there is open to us a vast work along much needed lines. While our membership is now made up of teachers scattered over the State, we hope to register leagues not only from schools, but in Sunday schools, community clubs, and everywhere a group of people can be gotten together, who might become interested in story telling.

It is the desire of the parent organization that the individual members scattered here and there over the State endeavor to organize local leagues. It is hoped that an account of the organization of these local or branch leagues be sent to the State league that we may know what is being done and add same to our report. Those wishing to know about the plan of these organizations are asked to write Mrs. R. E. Ranson, Southport, N. C.

Since Hallo'een is not until the 31st of October the first section of the following program is fairy stories. These can be adapted to the needs of the story teller.

Program for October.

By Daphne Carraway.

In the following program, an effort has been made to give stories suiting the season. Finding it difficult to secure stories suitable for autumn or Hallo'een from all the books suggested in the September program, one other book has been added.

For the Children's Hour is one of the standard books used in story-telling and contains valuable help. In it will be found stories for the home, as well as fairy and holiday stories. It has material for children of different ages.

It is suggested that Chapter III in Jean Mitchell's

School be read by the teacher, and the spirit of "October" be carried out rather than using this material directly on the program.

In order that children from all grades in school may enjoy the story-telling, selections have been made suitable for all.

Teachers having difficulty in securing any of the stories in this program, may get help by writing to the State Library Commission, Raleigh, N. C.

SECTION I.

Play—Pied Piper of Hamelin, from *Little Plays for Little People*, Ginn & Co.

Gretchen and the Magic Fiddle, Princetta's Doll, The Golden Touch, Cinderella and the Glass Slipper, Fairy Linen, The Princess and Her Golden Ball, all, from "Tell It Again Stories," Ginn & Co.

The Frog Prince, from "Stories Children Need," Milton Bradley Co.

The Elves and the Shoemaker, from "Stories to Tell Children", Houghton, Mifflin Co.

Nursery Rhymes and Mother Goose Stories are suggested to mothers and primary teachers.

SECTION II.

1. The Larks in the Corn Field,—from *Stories to Tell to Children*, pp. 80-82. (Sara Cone Bryant. Published by Houghton Mifflin Company, New York.)

2. The Blackbury Bush—from *Stories to Tell to Children*, pp. 42-46.

3. The Anxious Leaf—from *For the Children's Hour*, pp. 120-121. (Carolyn, Atlanta, Ga., and Springfield, Mass.)

4. The Seed Babies' Blanket—from *For the Children's Hour*, pp. 115-117.

5. Goldenrod and Aster—from *For the Children's Hour*, pp. 199-200.

6. The Story of Persephone—from *For the Children's Hour*, pp. 111-115.

Poems.

Some appropriate poems are also suggested. All may join in this. These poems have been set to music.

"Come Little Leaves."

"October Gave a Party."

"October's Bright Blue Weather."

Hallow'een Program.

Adapt and tell the story of Hallow'een.

Shinnietaro, Burg Hill's on Fire, The King of the Cats, A Strange Visitor, The Phantom Night of Vandal Camp, all from "Good Stories for Great Holidays," Houghton, Mifflin Co.

A Hallow'een from "Tell It Again Stories," Ginn & Co.

Adapt and tell Hansel and Gretel. This story can be found in "Good Stories for Great Holidays" and "Stories Children Need."

Halloween Stories.

1. Hansel and Gretel—from *Good Stories for Great Holidays*. Published by Houghton, Mifflin Company, Boston.

2. The King of the Cats—from *Good Stories for*

Great Holidays, pp. 239-250. (Frances J. Olcott.
Great Holidays, pp. 256-258.

3. The Strange Visitor—from Good Stories for
Great Holidays, pp. 258-261.

4 The Strange Visitor—from Good Stories for
Great Holidays, pp. 258-261.

4. The Phantom Knight of Vandal Camp—from
Good Stories for Great Holidays, pp. 262-265.

STORIES FOR TEACHERS AND PUPILS

AUNTIE'S NEW YEAR GIFT.

"Here is a New Year present for you, Antie Bess," cried little Ben. "But before you take it, please guess what it is—it's so funny."

Benny had a covered basket in his hand. He held it very carefully."

"It's in here," he said. "Mrs. Farmer Brown gave it to me. It's sort of round and sort of yellow."

"A pumpkin," cried Auntie Bess. Then she laughed, for a pumpkin wouldn't go in that basket unless it was a baby pumpkin.

"No," cried Bennie. "Smaller than a pumpkin."

"An apple? A yellow-brown russet?"

"Bigger than an apple, Auntie."

"Smaller than a pumpkin and bigger than an apple," said Antie. "Let me think a minute. A jar of Mrs. Farmer Brown's delicious apple-jelly?"

"No."

"A nice little round print of butter? An egg—one of the big, golden-shelled ones the little brown hen lays."

"No, no," laughed Bennie. "That's too small again—but oh, you're getting warm, Auntie!"

"A pumpkin pie in a saucer, with one of the little brown hen's eggs in it?"

"It isn't to eat, at all, Auntie," said Bennie. "That is," he added anxiously, "you could—but I do hope you won't." He shook the basket gently. Something inside stirred.

"A dear little kitten?" cried Auntie.

"You couldn't eat a kitten, Auntie!"

"Sure enough. I can't guess, Bennie. Tell me something about this thing that makes it different from other things."

"First it lived in a little, round, white house," said Bennie.

"Oh, oh!" cried Auntie Bess. "And when it wanted to come out did it crack the—shell, Bennie?"

"Yes," said Bennie. "Oh, listen, Auntie!"

Bennie held up the basket. Auntie put her ear close to it. Some one inside, said, "Cluck! Cluck!" in an anxious little whisper.

"I know," laughed Auntie:

"It rhymes with Ben,

It's a little ----!"

The last word she whispered in Bennie's ear.

What was Bennie's gift to Auntie Bess? Where did Auntie keep it? What did she give it to eat? What did she name it? What happened to it one day? Tell a story about

Auntie and Ben

And the little fat-----

—American Primary Education

HOW ALICE FREEMAN PALMER FOUND HAPPINESS.

One of the foremost women in America was Alice Freeman Palmer, the honored and beloved first

President of Wellesley College. One summer a group of girls had been listening to her tell of her life's work. Her manner was so attractive, her life had been so useful, and she seemed always to be so happy that one of the girls asked:

"Mrs. Palmer, you are always so cheerful and happy; will you tell us, please, how we can be happy?"

"I will, dear," said this noble woman. "I will give you three very simple rules:

"The first is this: Committ something to memory every day, something good. It needn't be much. Three or four words will do—just a pretty bit of a poem or a Bible verse.

"The second rule is: Look for something pretty every day; and don't skip a day, or it won't work.

"My third is—now, mind, don't skip a day: Do something for somebody every day! That is all there is to it, dear. You'd better try it."

These three rules are just as good as when they were spoken; they will work always and everywhere, in the country as well as in the city; for boys as well as for girls. They will make a farm house warm in the chill winter and a tenement cool in the blazing summer. They will help to make us masters of our lives. They are so plain that everybody can understand them and so practical that everybody can keep them. No matter how lowering and how gray the sky, these rules will make the sun shine through.

(Let the teacher ask the pupils this question: How many people have you ever seen who seemed to observe these rules?)

THE KNIGHT OF THE BLUE RIDGE, OR A STORY OF THE OLD-TIME TOURNAMENT.

[This story was told by Hunter Oakley, of the 4-B grade, Winston schools, and printed in the Winston-Salem News, a monthly paper published by the Winston-Salem High School.]

In 1881 in Henry County, Virginia, there was a Tournament given by men from different places. I will explain to you what a Tournament is. It was given in honor of the President, James A. Garfield. There were three posts put up and each contained a ring painted red. There was a track under the posts for the horses to run on. There were twelve men to ride horse back and they were called. The Knights of the Tournament. They had each one named but I do not remember but one of their names. That was R. J. Reynolds, his name was Knight of the Blue Ridge. A gentleman by the name of Mr. Morris would get upon a stand and call out which Knight should ride next. A man would come around the track riding as fast as he could, with a spear in his hand. He would run his spear through the rings. If he got all three of the rings he would get first honor. There were three honors, First, Second, and Third. The gentleman that got first honor crowned his girl. They had a supper and a big ball was given that night.

THE FIRST THANKSGIVING COUNCIL.

By Meta Liles, Edgecombe County.

(We are publishing this little play in the October number in order that pupils may have time to prepare it for Thanksgiving.)

TIME -----1621

SCENE -----Gov. Bradford's Office

CHARACTERS -----Gov. Bradford,

Capt. Miles Standish, Elder Brewster, Farmer Endicott, Farmer, Wingfield, John Alden, who is Secretary to Governor.

Indians—Massasoit, Chief, Samoset, Squanto.

Costumes—Short trousers with buckles, ruffs for neck and large Puritan hats. Elder Brewster should carry a Bible, and Captain Miles Standish should carry a sword or gun. Indians in Indian costumes.

SCENE I.

(Governor Bradford and John Alden are seated at Governor's desk.)

Governor Bradford—John Alden, did you get word to Miles Standish, Elder Brewster, Farmer Wingfield, Farmer Endicott, Massasoit, Samoset, and Squanto to meet us here today?

John Alden—I did your honor (He writes for a minute.) Hark! it seems to me that I hear footsteps now. I think they are at hand. (John Alden goes to door, opens it, and admits them. The Governor shakes hands with each one calling each by name. After the white men, the Indians come in, first Massasoit, then Samoset, last Squanto.)

Squanto—(Bows low.) Welcome, Englishmen!

Governor Bradford—(Knocks on desk.) Gentlemen, be seated. I have called you together today for a strange purpose. Less than a year ago, we, a strange people in a strange land, landed on yonder bleak shore. Who of us will ever forget the dangers, the struggles, and the heartaches through which we have passed? The sky was the roof under which we slept and our guns have been our companions by day and by night. The country was new and strange to us; the land had to be cleared; and out of forests we have had to build homes and to make a living for ourselves and those dependent on us. All of us know the pinch of hunger; we remember the fright caused by the Indians and the cold blasts of winter piercing through scanty clothing. We have had to struggle through sickness, poverty and death, but we are yet alive. Now our crops have been harvested. There is more than enough to last for another year. The Indians are our friends, instead of our enemies. We have been wonderfully blest. It seems to me, brethren, that we ought to stop from our labors and set apart a special day of Thanksgiving for these blessings. I have called you together to ask what you think of the plan and will now be glad to hear a discussion.

Captain Miles Standish—Governor Bradford, I think the plan is a good one. The Indians are now our friends. The good chief, Massasoit, is here with us today. The time was, when we were afraid to close our eyelids lest we be murdered in our sleep. Even while we worshipped, some of us had to guard the meeting-house for fear that the Indians would spring upon us suddenly as the hawk upon the chick. But the Indians are now our

friends. They have taught us how to hunt the deer, and the red man and the pale face now hunt side by side. I suggest that besides the religious service we have a feast tomorrow. All can come together at the meeting-house. The men can hunt wild turkeys, deer, and bears; the boys can fish for clams and oysters; and the women can bake bread, pies, cakes, and puddings. Those are my views, Governor Bradford.

Farmer Endicott—Governor Bradford, I shall never forget the troubles of last winter when the sick had to bury the dead, and when the well were weak for want of food. I shall never forget the long house in which we all huddled together for safety and for comfort. I can shut my eyes now and almost hear the wind whistling through the huge cracks and feel the snow and sleet beating in my face. But, oh! the cold and exposure were not all. Then the wolf was a lingering visitor at every door, and truly did it seem that every day would be our last. Now, I have a huge log cabin, several acres of cleared land, a full barn, a plentiful table, and a happy home. I am thankful and want us to give thanks for life, liberty, and prosperity.

Elder Brewster—Governor Bradford, of a hundred of us who landed less than a year ago, many are sleeping in the churchyard yonder. We are still alive and we ought to be thankful. I am thankful for life, for our homes, our harvests of plenty, but most of all am I thankful that after twelve year's wanderings we have the privilege of worshipping God as we choose in our own homes and among our own people. For this I am truly thankful. I suggest that we have three services tomorrow. We can come together in the early morning for praise and worship; at the noon hour we can spread our dinner in the churchyard on a common table, the brother of low degree sitting with the brother of high degree. While there should be plenty to eat and to spare, there should be no rioting or reveling. In the afternoon we can have another service. Finally, as the sun goes down, we can again give thanks for the blessings which the sun, rain and this country have brought us and which it yet promises.

Governor Bradford—Farmer Wingfield, we have not yet heard from you. What have you to say on the subject?

Farmer Wingfield—Governor Bradford, I agree with all that the other brethren have said. I want us to have a religious service, and a feast. I also want us to invite our Indian friends. Had it not been for Squanto, here, our barns would not now be bursting with plenty. When I first planted the corn, it just wouldn't grow. It was yellow, little and pointed only to starvation. I worked it by day and dreamed about it by night but all to no avail. We had worked hard in clearing the fields, getting them ready to be cultivated, and then how faithfully did we tend the poor, little crops! I was about to give up, when along came Squanto dropping a fish in this hill of corn, then in that. At once the corn took on new life, grew, and multiplied. If it had not been for Squanto and our other Indian friends, starvation would again be staring us in the face. By all means let us have a day of Thanksgiving and invite our Indian friends.

(Massasoit motions to John Alden who goes to him. They talk by their fingers.)

John Alden—Governor Bradford, Massasoit says he and the other Indians will help us hunt this afternoon. Furthermore, they will come to the feast tomorrow, bringing quantities of this bright, beautiful delicacy. (He shows string of pop corn to Gov. Bradford who tastes, Massasoit again motions to John Alden who goes over and listens to signs.)

John Alden—Governor Bradford, Massasoit says the Great Spirit loves His white childrtn the best.

Governor Bradford—(rising)—Gentlemen, it is settled. Tomorrow the members of Plymouth colony and our Indian friends will come together at the meeting-house for a day of praise and Thanksgiving. I ask that you notify every man, woman, and child in Plymouth colony to gather at the meeting-house shortly after sunrise. We, the Pilgrims, will celebrate the first, but I say with a prophet's vision, it will not be the last Thanksgiving in this country—America.

MEMORY GEMS FOR OCTOBER.

Sow a thought, you reap an act;
Sow an act, and you reap a habit;
Sow a habit, and you reap a character;
Sow a character, and you reap a destiny.

Not in the clamor of the crowded street,
But in ourselves are triumph and defeat.
Not in the shouts and plaudits of the throng,

The Mind is an album, unsullied and bright,
Just opened—for angels and spirits to write
Each thought and affection, intent and desire,
That wisdom may sanction, that love may inspire.
Woodworth.

There are as many lovely things,
As many pleasant tones,
For those who sit by cottage hearths
As those who sit on thrones.
—Mrs. Hawkesworth.

Little by little I'll learn to know
The stored-up wisdom of long ago—
The world will be the better for me.
And one of these days perhaps we'll see

POEMS ON THE VALUE OF A LAUGH.

When a bit of sunshine hits ye,
After passing of a clouds,
When a fit of laughters gits ye
An' ye'r spine is feelin' proud,
Don't fergit to up and fling it
At a soul that's feelin' blue,
For the minit that ye sling it
It's a boomerang to you.
—Captain Jack Crawford.

A Laugh.

A laugh is just like sunshine,
It freshens all the day,
It tips the peaks of life with light
And drives the clouds away.

The soul grows glad that hears it,
And feels it courage strong,
A laugh is just like sunshine,
For cheering folks along.

A laugh is just like music,
It lingers in the heart,
And where its melody is heard
The ills of life depart,
And happy thoughts come crowding
Its jonyful notes to greet,
A laugh is just like music
For making living sweet.

—Selected.

A POEM FOR PRIMARY CHILDREN.

In connection with the flowers and a rainy day, tell George McDonald's story of the lily:

"Little white lily
Sat by a stone,
Waiting and waiting,
Till the sun shone.

Little white lily,
Sunshine has fled,
Little white lily,
Is lifting her head.

Little white lily,
Droopeth with pain,
Waiting and waiting,
For the fresh rain.

Little white lily,
Holdeth her cup,
Rain is fast falling,
And filling it up."

(One hand may be held cup-shaped and the flower, and the other may bring the rain.)—Kindergarten Review.

WHAT THEY CALL IT.

Grandma says we're right in style,
A-sitin' in our automo-bile.

Grandpa says we're fit to kill,
A-ridin' in our automo-bill.

Ma, she says we ought feel
Grateful fer our automo-beel.

Pa says there ain't no other man
Kin run an auto like he can.

Anntie preaches near and far
'Bout our lovely turing car.

Uncle Bill says he ain't seen
'Nowhere such a good machine.

Brother Jim, he keeps a-braggin'
'Bout the speed of our new wagon.

But, oh, it sounds so grand and noble
When sister Sue says automobile.

—Puck.

North Carolina Education

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Entered as second-class matter January 21, 1908, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Teachers should see that their contracts are signed, sealed and delivered.

Urge the district committees to have the buildings ready for the opening of school.

Committeemen should help the teachers to secure good boarding places. This is important, Mr. Superintendent.

One city superintendent in addressing his teachers recently said: "There should be co-operation between you and I." Certainly!

Teachers who hold State certificates ought to be leaders in all the progressive and professional movements connected with school work.

The Story Tellers' League has great possibilities. This is the agency that can add genuine life to the schools. The members of this league should have the co-operation of all live teachers.

The Reading Circle Work for the year 1916-1917 should be the best in the history of the State. The city schools as well as the rural schools should unite to make it of great value to the teacher.

As Brother Corson says, "Some teachers devote their time and energies to the subject of credits; others are big enough to think of human beings and education." Mr. Superintendent, please think on these things.

At a meeting of "the Fraternity of Teachers" held in Forsyth County, N. C., in 1859 it was resolved "That we disclaim any teacher who shall underbid another in order to get a school, and such will be considered by this association as not occupying an honorable position." Furthermore, it was resolved: "That we will recognize no one as a teacher in good standing who does not establish system and keep good order in the school." Some standard!

The International Harvester Company of Chicago has an Educational department that is equal in extent to any State department of education. All who are interested in rural life education should send for its literature. It supplied last year nearly 3,000 sets of charts and slides for use in extension work and reached over 400,000 people during the month of March alone. Write to the International Harvester Co., Chicago, Ill., for information.

In publishing the number of moonlight schools in the several counties of the State we made an error as to Forsyth County. We gave that county credit for only two such schools and twenty pupils enrolled. According to the report of the county superintendent we find that Forsyth had 26 schools with a total enrollment of 301. And this good report is further emphasized by the fact it represents only the work done in the month of November.

Mr. C. E. Newkirk, head of the Educational Department and Director of the Rand McNally and Company, died September 11. Mr. Newkirk had many friends in North Carolina who will regret to learn of his death. He was a man of extraordinary ability. But, perhaps, his greatest strength lay in his capacity for friendship and his broad human sympathies which drew to him and to his company a host of friends. The educational world is poorer because of his death.

Many years ago a family of Parkers moved from Wilkes County to Illinois. In the number was a little boy who grew into a life of educational activity and usefulness and after a long career of service has just died in the State of his adoption. His name was C. M. Parker. He was editor and publisher of The School News and Practical Education, one of the best educational journals in the country, and died at his home in Taylorville, Ill., August 24, 1916, just as his journal was entering the thirtieth year of its publication. His business, including the School News, will be carried on by his wife and son as requested in his will.

October 9 is Fire Prevention Day in North Carolina. This is a good time to examine all chimneys flues or stove pipes in order to see if they are safe. It is said that in America we burn twelve school-houses and two colleges every week. In the United States, a fire occurs every day in some school. The loss of life is great, while the loss of property amounts to several hundred thousand dollars. The American people have given less thought to the protection of schools and their precious contents than has been given to manufacturing plants and buildings in general. Frequently the lives of our children are saved simply because the fire occurs while the school is not in session.

Are you seeking uniformity? The best way to approach uniformity is to have teachers' meetings and teachers' conferences. One-formity for all teachers is bad, but uniformity through likemindedness is very desirable.

Much is being written today about open air schools. Every school in North Carolina could be an open air school, in part, except on rainy days. Many of the recitations, not only could, but should be conducted out doors. Oral language, some of the arithmetic, much of the reading, nearly all of the geography could easily be conducted out of doors. Don't think you have to wait for it to become a fad and that specially constructed buildings must be erected, and that a lot of old women and female men have got to sit on the case before you can have an open air school.

COMPELLED TO INCREASE CLUB RATES.

While the price is one dollar a year (10 numbers) will remain as the regular subscription rate of **North Carolina Education** to single subscribers, the unprecedented cost of printing paper forces us to make an advance in our rates to clubs. These rates are printed at the top of page 12, and we earnestly urge all superintendents and principals, and other friends who send clubs, to be governed by these new rates.

The advance we have made in the lowest rate to large clubs of teachers does not cover half of the actual increased cost to us of the paper alone, but we hope by extra exertion to increase the number of our subscribers to the point where we can at least break even. The white paper on which the October number is printed cost us just a little less than three times what our paper was costing a few months ago.

It is certainly a condition that calls vociferously for federal investigation and regulation. The mills and jobbers are making oppressive profits and when they make returns of their dividends and suddenly acquired surplus wealth, the government will have some information on which to act. And it ought to put the clamps on.

POLITICS AND THE PUBLIC SCHOOLS.

The strained effort of certain political speakers to leave the impression that State politics is responsible for a long school term in some counties and short school terms in other counties is ridiculous. Do the speakers really know that the counties having the shortest school terms as a rule supply the least of the funds for their schools and draw the most from the State, and those like Durham County that have the longest school terms supply very nearly all of their own funds and draw very little per capita from the State? Now run your finger down

the columns of the counties and whenever you come to a county that has the minimum school term, notice how much such a county draws per pupil from the State treasury. You will find, beloved, that there is no discrimination, unless it is in favor of the weak county, and too regardless of the politics of the county.

Is there a thoughtful man who really believes that the entire school fund should be sent to the State treasury and from thence distributed to all the schools of the State? If so he can doubtless be located in those counties where self help is at a minimum or he may be an officer seeker.

CHEATING IN HIGH SCHOOLS.

This is the heading of an article in the Ohio Educational Monthly, and is one of a number of articles dealing with this rather serious evil. The Century Magazine published recently an article entitled, "The Moral Failure of Efficiency" and the writer asked the question, "Is that man a good neighbor or citizen whose moral standards are not right, who is not honest and square in all his dealings?" The writer then proceeded to criticize the school and to insist that "man training" be given more prominence in the schools, or better, to quote, "Isn't it about time for our modern schools to supplement manual training with a little man training?"

The principal of the High School of Middleton, Ohio, made an investigation in his school and the results are interesting. A large number of really honest pupils did not seem to know what cheating is. The result showed, furthermore, that 57 per cent "frankly confessed" that they did cheat. The principal then asked for the reasons for cheating. The seven reasons named most frequently are as follows:

1. Laziness.
2. To get good grades.
3. Lack of proper preparation.
4. Lack of time to get assigned work.
5. To avoid scolding from the teacher.
6. The temptation, because it is easy to "get by" with it.
7. Habit.

The writer measures to some extent the responsibility of the teacher in these words:

"If we, by permitting our pupils to cheat, give them grades and credits and promotions and diplomas that they have not earned and do not deserve, if we by these methods encourage them to bluff and cheat their way through school, or at least through the difficulties in school, is not the scholarship of our institution just to that extent a pretense and a farce?"

It would be a valuable contribution to real progress in North Carolina if principals of our high schools and college teachers would make a thorough

investigation of this evil, and by this means determine how to give the right kind of moral instruction. We have used the terms "moral training," "Christian citizenship," "manhood training," etc., until they have become trite and almost meaningless. For the present, discard these sweet-sounding, pedagogical terms, and ask this question, Do high school pupils lie and cheat and steal? If so, how is the best way to check the evil? The college might consider the same questions but with special reference to college students.

EDUCATIONAL PRINCIPLES VS. EDUCATIONAL PRACTICE.

"What education is and how the young should be educated, are questions that require discussion. At present there is a difference of opinion as to the subjects to be taught; for men are by no means in accord as to what the young should learn, whether they aim at virtue or at getting the best out of life. Neither is it clear whether education is more concerned with intellect or with character." No, my dear sir, this quotation was not taken from a modern book on pedagogy. Neither Charters, nor Hamilton, nor Colgrove, nor McMurtry was the first to call our attention to this question. The above quotation was written by Aristotle more than three thousand years ago. And judging from the many books on "Educational principles," and the few on "Educational practice" and "Educational results," we are making slow progress.

How many institute conductors will go into the institutes this summer with a few lessons that they are willing to give to the attending teachers, and declare that such and such a lesson is really worth while? We have been discussing Educational principles since the days of Aristotle. But what we all need is an example. Who will set the example?

THE SCHOOL REGISTER SHOULD BE PROPERLY KEPT.

In Supt. S. B. Underwood's Handbook for Pitt County Teachers, very just and timely emphasis is laid upon the importance of keeping the school register so as to meet fully the purpose it was made for—that of keeping a full, neat, and accurate permanent record of the school's work and progress. What Mr. Underwood enjoins upon his teachers is so useful in other counties that we print his instructions in full, as follows:

From the very beginning of the year, take care to see that the school register is properly and neatly kept. All work should be done with pen and ink. Study the explanations given on page 3. Note especially the following directions:

1. The school census must be copied in the register.
2. The teachers' contract must be copied.

3. The pupils should be enrolled alphabetically, surnames first. Age and sex must be indicated and names of parents given.

4. The child's record must show when he entered school, each day absent, when he left school, days present and times tardy during each month and for the whole year, and the grade he is in; also the grade he is promoted to.

5. In the first of the book, the progress made by each grade as a whole must be given.

6. In the "School Attendance Blank" must be set forth the information asked for.

7. Just after the roll, certain statistical information must be given for each month and for the year.

8. Following this, there must be a report of the enrollment by grades and the number of pupils studying the various branches.

9. The last thing in the register is the most important "Yearly Summary of Each Pupil." This information must be given for every pupil whose name has appeared on the roll at any time during the year. This is very important. Be sure to name the text studied and the page reached. This must be a full report on every child. Do not omit anything.

Unlike the reports, a separate register will be kept by each teacher. Keep this correct from the beginning. Mistakes or omissions will delay your last salary voucher.

You will be given at the beginning of your work the register for last year. Return them both at the end of the year. This will be the permanent record for your school. Keep it correctly.

SEND US YOUR MAGAZINE SUBSCRIPTIONS.

North Carolina Education is now prepared to handle subscriptions to all the leading magazines. A considerable number of publishers do not allow their magazines to be offered at less than the regular subscription price, but in the great number of cases in which club rates are allowed we give our readers the benefit and ask them to permit us to handle their orders. You can make one list, one order, and one remittance cover all the papers taken by yourself and your school and all that you send as holiday presents. The announcement on the second page of cover gives the regular and special rates on the leading magazines, but many of these special rates will expire November 10.

And so, let us understand that this little story is only a rough and crude way of asking you to think out your little part of a great problem. For we and all the rest of us must understand that we are to look to ourselves finally for what we need, and that we cannot work together as we should until there is something of the sentiment and love of childhood to bind us together. "The Kingdom of Heaven is within you"—and so is the Kingdom of Man.—H. W. Collingwood, in "The Child."

Nothing can happen so important to a man as to find his particular thing to do.—Will Levington Comfort, in "Child and Country."

REFERENCE BOOKS ON CHILD STUDY.

Teachers interested in child study will need to read the best books available. The subject is a fascinating one and the literature is abundant. Some of the best are these:

Barnes—The Psychology of Childhood and Youth; Studies in Education.

Birney—Childhood.

Chamberlain—The Child.

Drummond—An Introduction to Child Study.

Hall—Aspects of Child Life and Education; Youth, Its Education, Regimen and Hygiene.

Harrison—A Study of Child Nature.

Hoag—Health Index of Children.

Hogan—Study of the Child.

Holmes—The Conservation of the Child.

Kirkpatrick—Fundamentals of Child Study.

Loti—The Story of a Child.

Major—First Steps in Mental Growth.

Mangold—Child Problems.

McKeever—Outlines of Child study.

Morgan—The Backward Child.

Oppenheim—Development of the Child.

Partridge—Outline of Individual Study.

Rowe—Physical Nature of the Child.

Russell—Child Observations.

Sandford—The Mental and Physical Life of School Children.

Shinn—Biography of a Child.

Smith—All the Children of All the People.

Sully—Studies of Childhood.

Tanner—The Child.

Taylor—The Study of the Child.

Thorndike—The Study of School Children.

Notes on Child Study.

Wallin—Mental Health of the School Child.

Warner—Study of Children.

Washburne—Study in Child Life.

Whipple—Manual of Mental and Physical Tests.

Wiggin—Children's Rights.

Winterburn—From the Child's Standpoint.—Primary Teacher.

THE AMERICAN SCHOOL PEACE LEAGUE PRIZE CONTEST.

Two sets of prizes, to be known as the Seabury prizes, as offered for the best essays on one of the following subjects:

1. What Education Can Do Toward the Maintenance of Permanent Peace. Open to Seniors in Normal Schools.

2. The Influence of the United States in the Adoption of a Plan for Permanent Peace. Open to Seniors in Secondary Schools.

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the best essays in both sets.

The contest closes March 1, 1917.

Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8x10 inches, with a margin of at least 1-4 inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address,

and sent to Mrs. Fannie Fern Andrews, Secretary, American School Peace League, 405 Marlborough Street, Boston, Mass., not later than March 1, 1917. Essays should be mailed flat (not rolled).

The award of the prizes will be made at the Annual Meeting of the League in July, 1917.

Information concerning literature on the subject may be obtained from the Secretary.

PLAYGRUNODS ARE NEEDED BECAUSE—THEY DEVELOP.

Health—By spontaneous outdoor exercise.

Initiative—By forcing the child to make his own decisions.

Purity of Mind—By keeping the child active in wholesome surroundings.

Co-Operation—By teaching the child to give and take assistance, thus showing him the value of concerted action.

Honesty—By causing the child to repudiate any success that does not come through fair play.

Imagination—By lifting the child out of the commonplace and filling him with enthusiasm.

Self-Confidence—By giving the child responsibility in the games.

Obedience—By teaching the child to respect the leader.

Justice—By teaching the child to have consideration for those who are physically and mentally weaker.

They Diminish.

Idleness—By keeping the child constantly employed at something.

Delinquency—By influence that tends to develop the better self.

Exclusiveness—By giving each some part in the games.

Unfairness—By teaching true sportsmanship.

Gang-Spirit—By diverting the spirit of leadership into the right direction.

Selfishness—By encouraging the child to help others.

Rowdiness—By furnishing influences that foster courtesy and self-respect.

Temptation—By keeping the children off the streets.

Self Barriers—By bringing children of all classes together.

Reformatories—By giving the child active work to do, thus forming instead of reforming character. —Asheville Municipal Bulletin.

HOW MANY CAN ANSWER CORRECTLY?

Answer these questions off-hand; then get a geography and check yourself up:

What city in Europe is directly east of New York?

What part of South America would be touched by a line drawn south from Chicago?

What direction is Rio Janeiro from New York?

Which is farther north, Portland, Oregon, or Portland, Maine?

The successful farmer must love the soil, feeling himself akin to it. * * * Honest to goodness, I'd as soon try to live with a wife I didn't love as to work with an acre I didn't care for.—William R. Lighton, in "Happy Hollow Farm".

School Room Methods and Devices.

A MODEL STORE IN THE THIRD GRADE.

By Allen Gardner in *The Training School Quarterly*.

Almost every child, at some time, has a little money of his own, and is at liberty to go to the store and buy what he pleases. Many times his mother sends him on an errand for her. Thinking of the various helps connected with the store, the teacher asked the children if they would like to have a store in school, and, if so, where. A child suggested that one corner of the room be used. Chairs, with boards across them, were used for counters, as there were no boxes convenient.

"What shall we have in the store?" was then the question. The children suggested various things; cans that once held peas, beans, corn, soups, and fruitss; empty cereal boxes, as Quaker Oats and Puffed Rice; cans of coffee, sugar, tea; and empty bottles. The children enjoyed bringing these from their homes from day to day.

For fresh fruit the children used the oranges, apples, bananas, pears, cherries, and lemons that they had cut from drawing paper and colored. This furnished busy work for one section while the others solved problems about the store. The month was February, therefore Valetines, hatchets, flags, and booklets for George Washington's birthday were made and sold in the store.

When the store was stocked with a sufficient amount of goods and the children had found out the prices, the arrangement and handling of goods was discussed. The unsanitary way in which candies and fruits are usually handled was emphasized.

Two of the children were then chosen to arrange the store and serve as clerks. A certain amount of money was distributed to each child, and several dollars in change given to the clerks. The money used was that ordered from Milton and Bradley, Springfield, Mass., at 25 cents a box. A box contains around 300 dollars in the different combinations.

If you can not get this, have the children cut dice the regular size of money from pasteboard or drawing paper, and mark the amounts on them.

Before going to the store each child would come to the front of the room, give the price of the object he was going to buy, and the amount of change he would receive. If the class said his calculations were right, he could then go to the store. If he wished to buy a list of things a memorandum was made. As this required spelling various words, it was a motive for good spelling lessons. Sometimes a bookkeeper was selected who kept books on the board by writing down the amount taken in. At the end of each lesson the class figured the amount made that day, and if a mistake was made they felt the need of being more accurate the following day.

GEOGRAPHY.

Have your pupils write articles describing fully the physical features of your community and featuring at length any representative industry or occupation of your district; relating how the in-

dustry started; how it has developed; its nearness to markets; its influence on the community in general; names and sketches of representative men of the community who have spent their lives in the development of this industry; how the local communities or State or federal governments have aided these industries through bonuses or special privileges and what other industries the representative industries have attracted to that community; and whether improved means of transit (such an important factor in commerce today) have been a cause or a result of these industries.

These articles should be carefully discussed in class by the pupils, the discussion to be guided by the teacher, and all points brought out fully. This will aid greatly, as every pupil will have different sources for obtaining this information. Old inhabitants of each community are excellent sources of information. Then have the pupils carefully rewrite these articles embodying any new authentic ideas obtained from these class discussions. Let the boys and girls write letters to superintendents or principles in various parts of the State or country (to accompany these articles); selecting representative cities or towns of industrial sections, asking the schools addressed to have some pupil write a similar essay on representative industries or occupations in that section in exchange for the article sent them. As many schools could be addressed as there are pupils in the class, and possibly more. These articles should be read and discussed in class, and the information compared with the text, or used as a supplement.

This would inject new interest into the work and give the boys and girls some idea as to the sources of information available for geographies and histories. Pictures could be included with these articles which would add immensely to the interest. It would make these subjects a living and practical thing to many pupils. It would wake them up in regard to the importance of their own community; it would stimulate thought regarding other communities. The far-reaching results of a movement of this kind world, in the opinion of the writer, repay any special effort in that direction.—The Ohio Teacher.

SPELLING.

In all reading lessons, words selected for spelling should be spelled before the lesson is read, not after. Plowing precedes planting. Preparation should precede recitation. The naming, the spelling and the defining of the words are merely different steps in the preparation of the lesson. When the lesson is assigned, the words should be spelled, and, if definitions are required, defined. This should all be done by the pupils with open books in hand, or, in other words, the spelling and defining should be done "on the book" in the assignment of the lesson. This work may be done "off the book" in the recitation. Pupils should be taught to spell and define with the falling inflection. Spelling and defining with the rising inflection should never be tolerated. Such a process shows two things, namely,

lack of confidence born of lack of information, on the part of the pupil, and lack of teaching knowledge on the part of the teacher. If a word is defined the definition should be accurate. Pupils should never be dragged through the recitation. If a word is missed, it is missed, and the pupil should know that it is missed. In such cases the teacher should say "next," not "how?" "I think that was right," "try again," etc. Dragging or carrying pupils through a recitation robs them of the power to go through alone. The teacher should strengthen the pupil, not weaken him. Spelling should be taught in connection with all the branches. Teach spelling in the history lesson, in the geography lesson, in the arithmetic lesson, and in the physiology lesson. Study out some good plan by which to do this, put your plan into operation at once, stick to it, and note the result. Spell orally, spell any way, but spell.—American Journal of Education.

NATURE PLANTS.

"Every sort of plant that grows is putting up a never-ending battle to keep its place in the world. It fights frost. It fights drought. It grows thorns to bayonet the creatures that try to eat it up: or with nuts, or fruits, or berries it tempts them to carry its seeds to some unoccupied spot where it may dig itself in and stay. It even mounts its seeds on aeroplanes and distributes them on the wings of the wind.

"One would think that, when once any plant did manage to get its seeds into good ground, the first thing for it to do would be to have every single one of them, as quickly as possible, spring up, become plants, and themselves bear more seeds. Yet it does not. Instead, some of the seeds hold off, and do not sprout at all the first season. Then, if anything happens to the plants of the first crop,—if they are cut or eaten down to the ground, if the year is bad and the seeds do not ripen, if the farmer roots them up entirely to make room for another crop,—there is ammunition in reserve. The seeds that held over try again next year and the next. Instances are known of seeds, once sown, continuing to come up, a few at a time, for ten summers. Each year the plants perished before they blossomed. But still they kept springing up from old seeds. Nature seldom puts all her eggs in one basket.

"This seems especially true of the useless plants which we call weeds. Once have them get a fair start, ripen a crop of seeds and get them well into the ground, and the man who lets them get by him will spend a good many years before he sees the last of his troubles."—E. T. Brewster, in the August St. Nichols.

THE INDIVIDUAL WEATHER RECORD.

Following the talk about the wind each child is given a booklet in which he is to keep his own weather observations for the month. This record was made and the books were collected before the class record was marked. This furnished a motive for work in the classes in writing, drawing and spelling.

In writing, the following words, which were to be used as headings, received attention: Date, Temperature, Wind, Weather, A. M., P. M. Each child

wrote his name in his book and this furnished incentive for practice upon some of the more difficult small letters and several capitals. The booklet covers for each month were designed in the art class. The children asked that several words that gave trouble in spelling be given attention in that class. condition with that of the day before, and noted any changes in the wind. Before the close of the year the children learned to expect certain changes in temperature and clouds to follow certain changes in the wind.

TEACHING SPELLING.

The following is a method of presenting the spelling lesson: On Monday morning a list of twenty words is written upon the blackboard in front of the class, and these are separated into groups of five words; on Tuesday these same words are dictated for spelling, and the second group of five taught. This process continues through the week until all the words are learned. The next Monday the whole list is reviewed and a new list of twenty words placed on the board. In this way a large vocabulary is acquired during the year, but the mistake is never made of assigning too many words for a lesson. It is a great advantage, also, to have the words before the eyes of the pupils for a whole week.—Journal of Education.

STORIES FOR LITTLE CHILDREN.

(These stories may be used for oral or written language.)

Mr. Crown's Garden.

Mr. Crown and Mr. Woods were neighbors. They each had a fine garden and spent much time in caring for them.

One night a big frost came, and the next morning when Mr. Crown and Mr. Woods went out to look at their gardens, they found them all ruined by the heavy frost.

"Well," said Mr. Crown, "there is but one thing to do and that is to plant my garden again."

He started in, and before night had it planted a second time.

"We shall probably have more frosts, so what's the use of planting the garden again?" said Mr. Woods.

"Oh, better try again!" said Mr. Crown.

"No," said Mr. Woods. "I'll not waste any more of my time on a garden."

In a few weeks (Mr. Crown's garden was up and looking fine.

But one day there came a big storm and it rained and hailed and after the storm he found his garden again ruined.

"I'm glad I didn't plant my garden a second time," said Mr. Woods, as he came walking by.

"I'm very sorry about my garden," said Mr. Crown, "but I have plenty of seed, so I'm going to try again."

And he did, and this time his garden grew and grew and he soon had the finest garden around.

"I wish I had kept on trying," said Mr. Woods, when he saw it. "I gave up too easily."—Primary Education.

Fulfillment of great desire is always worth waiting for.—Lighton's "Happy Hollow Farm".

News and Comment About Books

NOTES AND COMMENT.

Only a few copies now remain of *North Carolina Poems*, edited by E. C. Brooks. Every teacher in North Carolina that is alert to the literature and history of the State should own a copy of this book. It contains 172 pages and 102 poems by 37 authors, with an introduction and biographical notes. Price, cloth, \$1; paper, 50 cents. Send all orders to *North Carolina Education*, Raleigh, N. C.

¶ ¶ ¶

Houghton, Mifflin & Co. announces the appearance soon of "*Public School Education in North Carolina*," by Dr. Edgar Wallace Knight, of Trinity College, Durham, N. C. The volume is to be a complete story of Public Educational Effort from Colonial Times to the Present. Dr. J. Y. Joyner and Professor N. W. Walker have contributed material for this volume. The book has already been added on the Reading Circle list for this year.

¶ ¶ ¶

The September number of *The Annals of the American Academy of Political and Social Science* is devoted to "*New Possibilities in Education*." The 37 chapters treating of the newer social aims of education are written by as many different authors. It is very rich and comprehensive in contents. The price is \$1.50 in cloth or \$1.00 in paper, but when adopted by reading circles it is supplied to members at \$1.00 for the cloth and 75 cents for the paper edition. It is published by the American Academy of Political and Social Science, West Philadelphia, Pa.

NEW BOOKS.

The Science of Being Great. By Wallace D. Wattles, author of "Science of Getting Rich," "Science of Being Well," etc. Cloth, 158 pages. Price, \$1.00. Elizabeth Towne, Holyoke, Mass.

Third in a series of "new thought" books by this author on "constructive living." It is intended for those, "old or young, who wish to make the most of life by making the most of themselves."

The Taxation of Land Values. By Louis F. Post, Assistant Secretary of Labor. Cloth, 179 pages. Price,

\$1.00, net. Bobbs-Merrill Company, Indianapolis, Ind.

Written by one of the leading advocates of the single tax in America. Answers the question: "What is the single tax?" and also objections to it. Compact and concise. Has been through many editions, this one being the fifth.

Modern Essays. With an introduction by J. W. Mackail, LL.D., fellow of the Royal Society of Literature. Cloth, xvi+292 pages. Price, \$1.40 net. Longmans, Green & Company, New York.

Eighty-odd essays in modern English style, reprinted from leading articles in *The London Times*. A variety of authorship and topics but an interesting approach to uniformity in style, in which attention is given to consideration "of man, of nature, and of human life."

Cooper's The Last of the Mohicans. Edited With Notes and an Introduction by Charles F. Richardson, Ph. D., Dartmouth College. Longmans' English Classics. Cloth, xiv+424 pages. Price, 30 cents. Longmans, Green & Company, New York.

A recent reprint in clear type of a widely-used edition of this popular American classic. It carries an introduction, suggestions for teachers, chronological table, and foot-notes. Remarkable book value for 30 cents!

Joyful Star: Indian Stories for Camp Fire Girls. By Evelyn Newcomb Partridge, Author of *Story Telling in School and Home*, etc. Illustrated. Cloth, 199 pages. Price, \$1.35, postpaid. Sturgis and Walton Company, New York.

A collection of legends and folktales and a few historical accounts. Presents in story from the life and ideals of the Indian maiden and mother as gathered from Indian legends in both North and South America. Illustrates entertainingly and impressively the ideals and laws of the Camp Fire Girls.

Newman's "Gentleman." Edited by Charles L. O'Donnell, C. S. C., Ph. D., Professor of English, University of Notre Dame. Red cloth, 61 pages. Price, 35 cents. Longmans, Green & Company, Boston, New York, Chicago.

This little volume contains in full Discourse VIII from Newman's "*The Idea of a University*." It is in this discourse entitled "Knowledge Viewed in Relation to Religion" that Newman's ideal gentleman is portrayed. Ten pages of introductory matter

before the text and seven pages of notes following it provide equipment for its use in advanced English courses.

American Citizenship. By Charles A. Beard, Associate Professor of Politics in Columbia University, and Mary Ritter Beard. Cloth, Illustrated, 330 pages. Price, \$1.00. The Macmillan Company, New York.

The government as a means of service to humanity is the central theme, and human needs are presented as the basis of government. Recognizes girls as citizens just as boys are. Wholesome family life is emphasized. Illustrations interesting, mostly new. A well-equipped and valuable text-book. Published in 1914, it has been reprinted four times since to meet the demand for it.

Community Hygiene. By Woods Hutchinson, A.M., M.D. Illustrated. Cloth, 310 pages. Price, 60 cents. Houghton, Mifflin Company, Boston, Mass.

It would be difficult for this author to write a dull book. He believes in teaching children about public health; they cannot vote yet, but they are "active and efficient teachers of their parents" and of the community. Prevention of disease is not enough—health should be promoted, vigor enhanced, happiness increased. Co-operative health-building, says the author, is the hope of the future. A good book—among the best on the subject for grades 5 and 6. Especially interesting are the pictures.

Selected Letters of Cicero. Edited by Hubert McNeill Poteat, Ph. D., Professor of Latin, Wake Forest College. Cloth, vii+201 pages. Price, \$1.00. D. C. Heath & Company, Boston.

This new selection from Cicero's correspondence is marked by four distinct excellencies: (1) The selections reflect the personality of Cicero and the life of his day, thus utilizing the power of these intensely human documents to captivate the interest of the student; (2) the letters are given in sufficient number and variety to form a whetting introduction to the imposing mass of Cicero's correspondence; (3) the notes are unusually full—occupying 112 pages while the text covers 79—but they are never tedious; and (4) the tone of the hints and of the suggested translations in the notes is felicitously attuned to the spirit of the original, for example: *familiarem*, sermonem, "confidential chat," *mirandum in modum*, "in a truly remarkable fashion"; and the more playful *mi vetule*, "old boy;" and *homo bellus*, "a swell guy." One is glad to see in the collection Cicero's famous account of Caesar's visit to

him at Puteoli and several other selections which Cicero's fondness for Greek words and quotations had caused to be excluded from some other school editions, the Greek in Dr. Poteat's excellent edition being sufficiently cleared up in the notes.

The Future of Us Boys. Edited in the Words of Grown Ups by a Friend (Roger W. Babson). Boards, large bold type, 129 pages. Price, \$1.00. Babson's statistical organization. Boston, Mass.

Fathers spend too little time with their boys—they should be more intimate companions. The schools do not teach boys how to work; hence they have and lose several jobs before settling down to successful service. These schools should put character and usefulness above text-books. A forcible argument for more personal attention to boys upon the part of fathers, teachers, and school authorities.

Elementary Geography. By Harman B. Niver, A.M., author of "Geography by Grades," etc. Cloth, 360 pages. Price, 75 cents. Hinds, Noble and Eldredge, New York.

The first volume of a two-book series embodying the author's "Geography by Grades." It is a good text-book. The style and arrangement of the matter are attractive, the type, paper, and print are all inviting, and the illustrations and maps number 400, averaging more than one to the page. Especially interesting and helpful are the comparative diagrams. It is a bright, interesting, and handsomely equipped first book in geography, rich in material, effective in presentation, strong and durable in binding.

General Science. By Lewis Elhuff, of the George Westinghouse High School, Pittsburgh, Pa. Cloth. Illustrated. viii+348 pages. \$1.20. D. C. Heath & Co., Boston, New York, Chicago.

The lessons include hygiene, plant life, animal life, earth knowledge, chemistry of common things, elementary facts and laws of physics, etc. The method is not to present a series of abridged courses in the sciences, but to begin with the obvious and pertinent elements of the pupil's environment and to interpret and explain these in terms of science. The style is clear and simple, so as to present no difficulties to immature pupils. Questions and exercises are provided at short intervals. The work does not require a laboratory.

The Brief, With Selections for Briefing. By Carroll Lewis Maxcy, M. A., Morris Professor of Rhetoric in Williams College. Cloth, 332 pages. Price, \$1.25 net. Houghton.

Mifflin Company, Boston, New York, Chicago.

The first forty pages are devoted to the discussion and illustration of the rules of briefing. Then follow two separate chapters in which are analyzed "A Legal Brief" and "An Argumentative Brief." A very helpful chapter is given on "Examples of Faulty Briefing." Selections for briefing include five editorials and six addresses, in which are included Lincoln's Cooper Institute address, Root on Panama Canal Tolls, Calhoun on Slavery, Benjamin R. Curtis's defense of President Johnson, and Charles Reynolds Brown on the Utility of Prayer. A valuable text-book in a very useful disciplinary study.

Boswell's Life of Johnson. Selections edited with introduction and notes by Max J. Herzberg, Head of English Department, Central High School, Newark, N. J. Cloth. Illustrated with portraits. xxxiii+280 pages. 40 cents. D. C. Heath & Co., Boston, New York, Chicago.

This inviting little volume contains the most interesting and significant parts of Boswell's Life of Johnson. The old Greeks had a problem that the half is greater than the whole, and it is certain that a volume of this sort is greater in interest and makes much less tax upon the reader's time and patience than the complete Boswell. Besides the pages from Boswell's Life, the editor has included twenty pages of exceptionally valuable extracts from Johnson's works, together with a collection of sayings and anecdotes of Dr. Johnson. The whole affords a ready means of making the acquaintance of the most interesting and impressive personality in the literary history of the 18th century. Colleges have wisely recommended the reading of extracts from Boswell's Life as a part of the preparation for entrance, but hitherto there has been a dearth of suitable books of this sort. Teachers and students in particular owe Mr. Herzberg a debt of gratitude for his work.

The Winston-Salem News is published twice a month by the High School and has begun its second volume, which is planned to contain 18 issues during the school year. It has eight pages the size of *North Carolina Education* and is set up and printed by the students of the High School. It is a live and telling exponent of what the city schools of Winston-Salem are doing.

Opening Exercises 60c; one dozen, song books 60c; Lusby's Question Book \$1. Each sent on receipt of price. Entire lot, \$2. Teachers' Supply Co., Grayson, Ky.

CHOCK-FULL OF SUMMER.

By Nancy Byrd Turner.

When teacher calls the grammar class

After its long vacation,
Can I decline a fishing line
Or parse "get education"

It's going to be so hard to speak
Of far Alaskan seals,
Remembering tadpoles in the creek
And wiggly-waggly eels.

I'll try to hit on little plans
To keep Columbus' face
From mixing with the hired man's
Down on grandfather's place.

But I do hope that, if the sums
Must deal with fruits and berries,
They'll not subtract from greengage
plums

Nor mention blackheart cherries!

I'm so chock-full of summer time
That now, when tasks begin,
How can there be an inch in me
For lessons to get in?

No School Should Close On Account of Epidemic of Contagious Disease.

The plan of closing school in case of an epidemic of some contagious disease is the old and ineffective way of dealing with such a situation, and was adopted for the reason there was apparently nothing else to do. But, according to a bulletin recently issued by the State Board of Health, there is another way, a scientific and an efficient means, of dealing with an epidemic in school. This way does not close the school at all but uses the school as a most valuable aid in keeping the children under observation, that early cases may be detected and removed before they become a source of infection to the other children. "In case a school has no nurse or school physician," says the bulletin, "a physician's services can be secured for the daily examinations while the epidemic lasts and both, parents and the health officer or quarantine officer, can be notified and the epidemic soon brought under control.

On the other hand, if the schools are closed when an outbreak occurs, the children are turned loose from supervision; they mingle freely with one another in the streets and in each other's homes; they are unwilling to admit they feel ill for the reason it will be the end of their good time and consequently when one does "come down" with the disease, usually it was not detected until he had infected his brothers and sisters and perhaps his playmates. Oftentimes, in such cases, the parents call the physician too late.

Many North Carolina teachers are taking correspondence work with the Grayson Normal, Grayson, Ky. Write for particulars.

State School News

From all quarters: Biggest opening attendance ever! Full and running over!

Two school bond elections were held in Northampton this month. Both were carried by good majorities, there being almost no opposition. A good sign of real progress!

"Our people," says the Rich Square Times, "had just as well begin planning to erect that \$25,000 brick building at once. It is needed today. We are too poor not to have it."

U. N. Hoffman, a native North Carolinian and a graduate of Trinity College, has been elected to the head of the department of journalism of Leland Stanford University, California.

A community fair will be held at Sharon in Lenoir County October 12. Seven districts will participate and it is expected that six of their schools will consolidate as a result of the fair.

The State High School at Kenly will carry eleven grades this year for the first time. Music and expression will be taught and the large school dormitory will be in charge of an experienced hotel keeper.

Mrs. Thomas J. Jarvis, of Greenville, N. C., widow of the late Ex-Governor Thomas J. Jarvis, has presented to Trinity College an oil portrait of her distinguished husband. Governor Jarvis was a member of the board of trustees of Trinity College for a number of years.

Burlington is to be congratulated upon the completion of its magnificent new school building. It is constructed of red pressed brick, trimmed with granite, has three stories and 28 rooms, cost \$43,000, and was occupied September 19. Mr. Albert H. King is the city superintendent and he has a faculty of 25 teachers.

"The town that spends the largest amount for schools today will be the best town tomorrow." Well said! That sentiment should be put in big letters on big sign boards all over the State. We snatched it from the interesting and valuable annual report of the Greenville public schools just issued by Superintendent Hoy Taylor.

Northampton's annual report of school community work for the year 1915-16 shows that the sum of \$1,568.53 was raised. The treasury contains \$336.60. There were 80 public meetings with an attendance of 4,950. Of the 40 schools, 23 have betterment associations.

To make room for increased attendance Superintendent Cridlebaugh at Hamlet has had to divide his assembly hall into recitation rooms. The assembly hall will be missed, while the outlook is that even the increased space will soon be filled to overflowing. The signs indicate that another building or a big annex is what Hamlet needs.

Victor Educational Records for October.

The "Coronach" and "Soldier, Rest," two more settings of songs from Sir Walter Scott's "Lady of the Lake," are effectively rendered by the Victor ladies' Trio and by Olive Kline and Elsie Baker respectively, and will doubtless be used extensively in schools where this classic is studied. Raymond Dixon and the Lyric Quartet present "Come and Trip It as You Go" and "Haste, Thee, Nymph," two numbers which are frequently used for choral work, and the light lyric treatment and the rollicking laughing chorus suggest somewhat the light opera style of today. Charles Ross Taggart, as Farmer Jones, recites two of Holman F.

Day's rugged little classics "Plain Old Kitchen Chap" and "The Stock in the 'Tie-Up'" in his own inimitable style. The Victor Male Chorus offers two interesting collections of old songs—a medley of college favorites and a medley of songs of good fellowship—which will appeal to those who like good male chorus singing.

Whether or not you have a Victor or Victrola, go to any Victor dealer's and hear this delightful music. He will gladly play any selection you wish to hear.

Write the Teachers' Supply Co., of Grayson, Ky., for folder of special information.

Are You Teaching Agriculture in Your School? Enclose 10c. postage stamps for samples of books helpful in teaching agriculture. EDUCATIONAL DEPARTMENT, International Harvester Company of N. J., Harvester Bldg., Chicago.

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Those interested should write immediately to Franklin Institute, Dept. P. 228, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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Trinity Park's New Headmaster.

Rev. W. W. Peele, who has been Headmaster of the Trinity Park School for the past four years, has resigned to accept the professorship of Biblical Literature in Trinity College. Mr. Fred S. Aldridge, a teacher of mathematics and bursar in the Trinity Park School since its foundation, was elected Headmaster in August to succeed Professor Peele.

More Than \$10,000 Raised for Albemarle Normal.

After one of the most determined campaigns ever launched in Albemarle, as a result of the mass meeting held here two weeks ago, the committee having in charge the soliciting of a donation from the citizens of Albemarle, to be used in the erection of a new dormitory for the Albemarle Normal and Industrial Institute, reported that they had succeeded in securing not only the \$10,000 originally sought, but in addition to that, Mr. S. H. Hearne has donated additional land valued at \$2,500, adjoining the present campus.

Planning Rural Work in Catawba.

Newton, Sept 16.—L. C. Brogden, State supervisor of rural schools, has spent a day here in conference with Supt. Geo. E. Long and Miss Mary Rowe, who is the new rural supervisor and home demonstration agent for the county; and mapped out the plans for the work which began September 1. Miss Rowe is to conduct the home demonstrations, domestic art and science work, girls' canning clubs and woman's clubs; and in two schools in each township will set up model schools. She will visit every school in the county and her work is expected to advance the educational interests of the county. The board of education selected her at a salary of \$1,000 per annum.—Greensboro News

Miss Grace Schaeffer Associated With Mrs. McKimmon.

Miss Grace Schaeffer, who for the past year has been county demonstrator for Guilford County, has accepted the position of assistant to Mrs. Jane McKimmon, director of the State demonstration work for women. Miss Schaeffer's duties will take her into the different counties to organize clubs and stir up indifferent women to see the opportunities of life around them. The Raleigh Times says:

Miss Schaeffer is one of the most capable and popular young women connected with the educational work in the State. Before coming to North Carolina she taught domestic science in one of the Knoxville schools. She received her education at the University of Tennessee. Her first work in Guilford County was teacher of domestic science in the high school at

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Jamestown. Her work there attracted so much attention that she was promoted to director of the canning club work of the county. In writing of Miss Schaeffer's departure from Guilford the Greensboro papers say that she has during the past six months worked marvels in the rural homes of the county. It is with great regret that she is given up by Guilford for a larger work in the State.

How to Avoid Pneumonia.

"I am an old man and much afraid of pneumonia. How can I avoid the disease this winter.

Reply: Pneumonia is a germ disease and is usually brought on by the lodgment of the pneumococcus germs in the membranous tissues of the throat or lungs. If a person is well and strong these germs are not likely to hurt him seriously. A slight cold may be the result. But if he is run down, dissipated, or if he in any way has a weak constitution, his chances are not so slight.

It is not difficult to guard against pneumonia if one will avoid unreasonable exposure and at the same time will practice the rules of personal hygiene or right living.

Working too hard or excessive exercise exposure is a common factor in preparing the way for pneumonia.

Overeating, particularly if there is an excess of meat in the diet, is an

other thing which often injures the body and lowers its vital resistance to disease.

Alcohol, in whiskey, patent medicine or otherwise, is one of the most powerful allies of the pneumonia germ and even moderate drinkers show a much higher death rate from this disease than abstainers do.

But had air is, of all had influences, perhaps the most important in its effect on colds and pneumonia. People who live much in the open air, who never close the windows of their sleeping rooms in winter, and bathe daily, almost never catch colds, or if they do, the colds are light ones and do not run into pneumonia.

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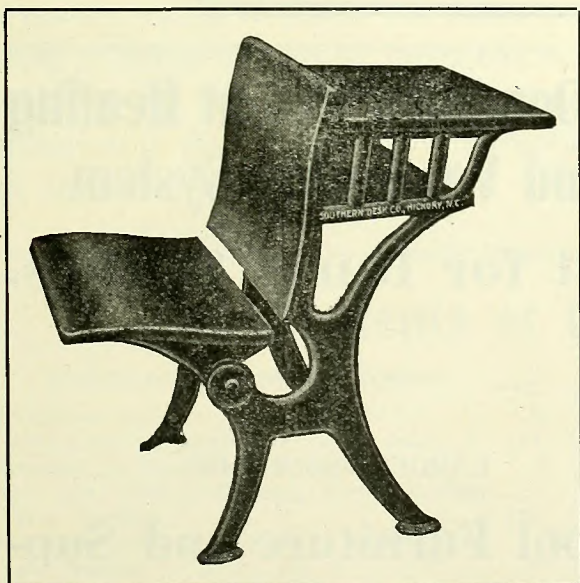
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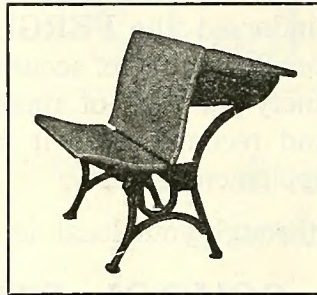
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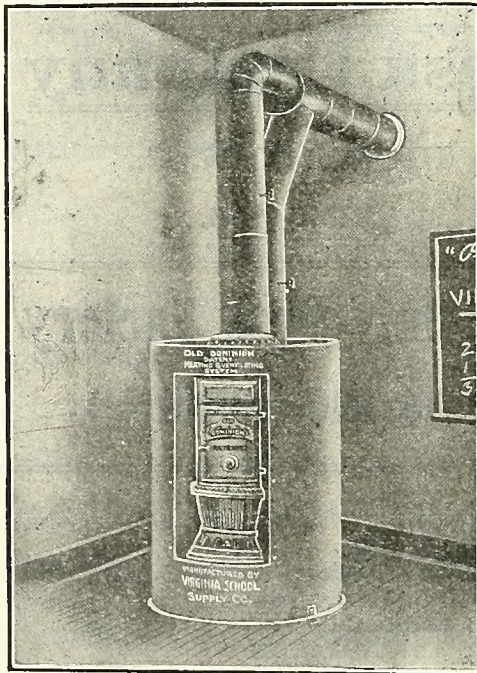
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 3.

RALEIGH, N. C., NOVEMBER, 1916.

Price: \$1 a Year.

To the Boys on Southern Farms

Dr. Charles W. Elliott, in The Progressive Farmer.

It is a promise of success in life if a boy learns by the time he is twelve years old to use his eyes, ears and hands accurately;---that is, if he learns to see things exactly as they are, to hear the various sounds of nature and art with precision and enjoyment, and to touch or handle things deftly and effectively whether at work or at play. It is another good sign if a boy works hard while he works and plays hard while he plays, and tries both at work and at play to take a hearty part in "team play." It is another good sign if a boy keeps his senses and his mind on the alert, watchful to do a serviceable deed or perform a kind act. Again, the promising boy will be on the alert for new suggestions, new lessons, and new objects of interest. He will not be content merely to follow the beaten path; he will wish to explore, discover, and invent. I advise all boys on farms and in villages to join the Boy Scouts, if that organization has been established in their neighborhood, and to pass the tests and examinations in their order, at the appropriate ages. Finally, it is the diligent, cheerful, and honest boy who wins success.

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LIST OF PERIODICALS.

LIST OF PERIODICALS.			LIST OF PERIODICALS.		
Class	Number	Publisher's Price until Nov. 10.	Class	Number	Publisher's Price until Nov. 10.
27	Ainslee's Magazine	m 1.50	30	Harper's Magazine	m 4.00
17	American Boy	m 1.50	30	Hearst's Magazine	m 1.50
25	American Magazine	m 1.50	18	Hoard's Dairyman	w 1.00
40	American Magazine and Woman's Home Companion, (both to one address)	m 2.60	12	Home Needlework Magazine	m .75
18	American Open Air School Journal	m 1.00	25	Home Needlework & Modern Priscilla	m 1.75
17	Am. Primary Teacher (10 Nos.)	m 1.00	60	House and Garden	m 3.00
15	American Penman	m 1.00	35	House Beautiful	m 2.00
55	American Printer	m 3.00	17	Housewives League Mag.	m 1.00
20	Association Men (Y.M.C.A.)	m 1.00	80	Independent	w 4.00
20	Atlantic Educational Journal—10 numbers	m 1.00	30	Industrial Arts Magazine	m 1.50
80	Atlantic Monthly	m 4.00	60	Inland Printer	m 2.00
25	Baseball Magazine	m 1.50	40	Journal of Education	w 2.50
25	Bible Review	m 1.50	40	Jour. Home Economics (10 Nos.)	m 2.00
25	Birds and Nature	bi-m 1.50	60	Jour. Polit. Economy (10 Nos.)	m 3.00
17	Black Cat	m 1.00	18	Kindergarten Primary Magazine (new sub.) (10 Nos.)	m 1.25
47	Bookman Magazine	m 2.50	30	Ladies' Home Journal	m 1.50
17	Boys' Life (Boy Scouts' Mag.)	m 1.00	15	Ladies World	m 1.00
17	Boys' Magazine	m 1.00	17	LaFollette's Magazine	m 1.00
20	Breeders' Gazette	w 1.00	40	Manual Training and Vocational Education (10 numbers)	m 2.00
70	Century Magazine	m 4.00	45	McBride's Magazine (formerly Lippincott's)	m 3.00
33	Christian Herald	w 1.50	25	Metropolitan Magazine	m 1.50
35	Collier's Weekly	w 2.50	17	Modern Priscilla (Needlework)	m 1.00
16	Cooking Club Magazine	w 1.00	25	Modern Priscilla and Home Needlework	m 1.75
30	Cosmopolitan Magazine	m 1.50	23	Mothers' Magazine	m 1.50
20	Country Gentlemen	w 1.00	25	Motion Picture Magazine	m 1.50
70	Country Life in America	m 4.00	60	Moving Picture World	w 3.00
50	Countryside Magazine	m 3.00	10	Nation	w 4.00
50	Craftsman (Home Building)	m 3.00	45	National Geographic Mag.	m 2.50
8	Current Events (40 weeks)	m .40	60	National Magazine	m 3.00
55	Current History Magazine	m 3.00	80	New Republic	w 4.00
55	Current Opinion	m 3.00	100	New Republic and Harper's Magazine (both to one address)	m 8.00
23	Delineator	m 1.50	18	New York Times Book Review	m 1.00
40	Everybody's and Delineator (sent to one address)	m 3.00	55	N. Y. Times Current History	m 3.00
12	Designer	m .75	17	New York World, Tri-weekly	m 1.00
35	Editor (Mag. for Writers), s-m	m 2.00	23	Normal Instructor—Primary Plans (10 numbers)	m 1.25
35	Editorial	m 2.00	80	North American Review	m 4.00
40	Educational Administration and Supervision (10 numbers)	m 2.00	18	N. C. Education (10 Nos.)	m 1.00
30	Elementary School Journal—(10 numbers)	m 1.50	40	Nurse	m 2.00
50	English Journal (10 Nos.)	m 2.50	39	Office Appliances	m 1.50
25	Etude (for all musical lovers)	m 1.50	50	Orange Judd Farmer	w 1.00
25	Everybody's Magazine	m 1.50	60	Outing Magazine	m 3.00
40	Everybody's and Delineator (sent to one address)	m 3.00	20	Outlook	w 3.00
45	Forum Magazine	m 2.50	25	Pearson's Magazine	m 1.50
30	Good Housekeeping	m 1.50	25	Picture Review	m 1.50
60	Harper's Bazar	m 3.00	27	Popular Educator (10 numbers)	m 1.50
			30	Popular Mechanics	m 1.50
			15	Progressive Farmer	w 1.00
			40	Review of Reviews	m 3.00
			20	Rural New Yorker	w 1.00
			50	St. Nicholas	w 3.00
			30	Saturday Evening Post	w 1.50
			37	School Arts Magazine (10 Nos.)	m 2.00
			55	Scientific American	w 4.00
			50	Scribner's Magazine	m 3.00
			23	Short Stories	m 1.50
			45	Smart Set	m 3.00
			10	Something to Do	m 1.00
			30	Storytellers' Magazine	m 1.50
			60	Survey (Social Service)	w 3.00
			8	Today's Magazine	m .50
			35	Trained Nurse	m 2.00
			55	Travel Magazine	m 3.00
			50	Unpopular Review	q 2.50
			18	Wallace's Farmer	w 1.00
			25	Woman's Home Companion	m 1.50
			40	Woman's Home Companion and American Magazine to one address	m 3.00
			17	Woman's Journal	w 1.00
			12	Woman's Magazine	m .75
			40	World's Work (Only in Clubs totalling \$3.00 or more)	m 3.00
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THE TEACHERS' ASSEMBLY AND ITS PROGRAM

The general sessions of the Teachers' Assembly will convene in Raleigh Wednesday afternoon, November 29. The officials of the Assembly have completed the program which promises a meeting of extraordinary interest. The attractions from other States are good. Dr. W. C. Bagley, University of Illinois, author of a number of professional books for teachers with which the North Carolina teachers are well acquainted, will address the teachers at the first general meeting, and the different departments will keep him busy for two days. On Thursday evening Dr. Thomas H. Briggs, a native North Carolinian, but for the past few years Professor of Secondary Education in Columbia University, and Dr. P. Y. Dykoma, of the University of Wisconsin, will address the teachers. They, too, will serve other departments during their visit. On Friday night Hon. Martin G. Brumbaugh, Governor of Pennsylvania, formerly Superintendent of the Philadelphia schools, will address the teachers.

The new feature of the general program is the Governor's night on Friday evening, December 1. This is a feature that was introduced in the National Superintendents' Meeting at Detroit last year with good effect. The program for that night calls for an address from Governor Craig, Governor Brumbaugh and from the Governor-elect of North Carolina.

The complete program is as follows:

THE GENERAL SESSIONS.

Wednesday Afternoon 5:00, November 29th.

(Sunday School Room First Baptist Church.)

First Business Meeting.

Proposed Amendments to the Constitution. (See Minutes of the Meetings of the Executive Committee, page 31, Proceedings and Addresses of the Thirty-Second Annual Session of the North Carolina Teachers' Assembly.)

Wednesday Evening 8:30, November 29th.

(City Auditorium.)

Address of Welcome—Prof. W. C. Riddick, President A. & M. College, West Raleigh.

Response to the Address of Welcome—Superintendent H. B. Smith, New Bern.

Address—Dr. W. C. Bagley, University of Illinois, Urbana, Ill.

Reception to the members of the North Carolina Teachers' Assembly at the Governor's Mansion under the auspices of the Woman's Club and the Chamber of Commerce immediately after the exercises at the Auditorium.

Thursday 12:00 M., November 30th.

(City Auditorium.)

Thanksgiving Sermon—Dr. A. A. McGeachy, pastor Second Presbyterian Church, Charlotte.

Thursday Evening 8:30, November 30th.

(City Auditorium.)

President's Address—Mr. Robert H. Wright, President East Carolina Teachers' Training School.

Address—Dr. T. H. Briggs, Columbia University, New York.

Address—"Music for Every Man"—illustrated by the audience—Dr. P. Y. Dykoma, University of Wisconsin, Madison, Wis.

Friday 12:00 M., December 1st.

(Sunday School Room First Baptist Church.)

Annual Business Meeting.

Election of Officers.

Friday Evening, December 1st.

College Get-together Dinners, 6:00 to 8:00 o'clock.

Governors' Night.

(City Auditorium 8:30.)

Address—Hon. Locke Craig, Governor of North Carolina.

Address—Hon. Martin G. Brumbaugh, Governor of Pennsylvania.

Address—The Governor-elect of North Carolina will be invited to make an address on this occasion.

ASSOCIATION OF COUNTY SUPERINTENDENTS.

Supt. J. Y. Joyner, President.

(Sunday School Room, First Baptist Church.)

Wednesday Morning 11-1:30, November 29th.

Joint Session of County Superintendents, County Boards of Education, Rural Supervisors and High School Principals.

Problems of School Administration.

(a) Teachers:

1. Selection.
2. Salaries.
3. Continuity of Service.
4. Professional Study and Improvement.

(b) Rural Supervision—Prof. L. C. Brogden, State Agent of Rural Elementary Schools, Raleigh.

(c) School Committeemen.

(d) The Place of the High School in the County System—Prof. N. W. Walker, State Inspector of High Schools, Chapel Hill.

Wednesday Afternoon, 2:30-5:00, November 29th.

Joint Session County and City Superintendents and County and City Boards of Education.

(a) Qualification and Certification of Teachers.

(b) Attendance:

1. Census.
2. Teachers' Reports on Attendance.
3. Enforcement of Attendance Law.
4. How to Keep Pupils of Compulsory Attendance Age in School During Entire Session.
5. How to Reach Pupils Beyond Compulsory Attendance Age.

(c) Adult Illiterary and Moonlight Schools.

(d) Discussion of Other General Problems of Administration.

Thursday Morning, 9:00-11:00, November 30th.

(Hall of House of Representatives.)

Joint Session of County Superintendents and County Boards of Education.

Address—Dr. W. C. Bagley, University of Illinois, Urbana, Ill.

A Comparative Study of Distinctive Educational Progress Based Upon Tabulated Reports.

Friday Morning, 9:00-12:00, December 1st.

Session of Association of County Superintendents.

- (a) Consolidation and Enlargement of School Districts.
- (b) School Buildings, Grounds and Equipment.
- (c) School Finances.
- (d) Address—Dr. Thomas H. Briggs, Columbia University, New York.
- (e) Organization of District Associations.
- (f) General Business.

ASSOCIATION OF CITY SUPERINTENDENTS.

Supt. Joe. S. Wray, President, Gastonia.
(Senate Chamber, Capitol.)

Thursday Morning, 9:00, November 30th.

- Standards for the Superintendents—Supt. W. S. Snipes, Fayetteville.
Discussion—Supt. A. H. King, Burlington.
Open Discussion.
Educational and Professional Qualifications for the Teacher—Supt. M. S. Beam, Lincolnton.
Discussion—Supt. S. W. Rabb, Laurinburg.
Open Discussion.
Moral and Religious Standards for Teachers—Supt. John D. Everett, Waynesville.
Discussion—Supt. C. B. Woltz, Maxton.
Open Discussion.
Appointment of Committees:
(a) Nomination Committee.
(b) Committee on Resolutions.

Thursday Afternoon, 3:30, November 30th.

- Proposed Legislation on Uniform Examination and Certification of Teachers—Supt. L. J. Bell, Rockingham.
Discussion—Supt. W. C. Allen, Weldon.
Open Discussion.
Kind of Uniformity We Need—Supt. Charles L. Coon, Wilson.
Discussion—Supt. E. L. Doughty, Gibsonville.
Open Discussion.
Rules and Regulations for Teachers—Supt. R. E. Sentelle, Lumberton.
Discussion—Supt. D. Matt Thompson, Statesville.
Open Discussion.

Friday Morning, 9:00, December 1st.

- The Junior High School—Dr. Thos. H. Briggs, Columbia University, New York.
A Practical Plan for Teacher Training in the High School—Supt. E. D. Pusey, Durham.
Discussion—Supt. J. E. Crutchfield, Rutherfordton.
Open Discussion.
A suggested Plan for the Exchange of Results of Tests and experiments in Co-operative Groups of Schools—Supt. Harry Howell, Asheville.
Discussion—Supt. Frederick Archer, Selma.
Open Discussion.
Report of Committee on Professional Ethics—Supt. Chas. L. Coon, Chairman.

Friday Afternoon, 3:00, December 1st.

- Address Dr. W. C. Bagley, University of Illinois, Urbana, Ill.
Business meeting:
(a) Report of Committees.
(b) Election of Officers.
(c) Unfinished Business.
(d) New Business.

ASSOCIATION OF CITY HIGH SCHOOL TEACHERS AND PRINCIPALS.

Mr. L. Lea White, President, Winston-Salem.
(Sunday School Room, First Presbyterian Church.)

Thursday Morning, 9:00, November 30th.

Address—Dr. Thos. H. Briggs, Columbia University, New York.

Youth Organizations as Factors in Student Government—Supt. W. M. Marr, High Point.

Unit System of Credits for High School Graduation—Supt. Frederick Archer, Selma.

For Open Discussion: 1. High School Literary Societies and Publications. 2. Credits for Home Work.

Thursday Afternoon, 3:30, November 30th.

Departmental Sessions.

- English Section—Miss Annie E. Tillett, Chairman.
Latin Section—Miss Frances Womble, Chairman.
History Section—Miss Catherine S. Albertson, Chairman.
Mathematics Section—J. R. Conley, Chairman.
Modern Language Section—C. M. Hutchings, Chairman.
Science Section—W. M. Marr, Chairman.
Domestic Science Section—Miss Frances Ray, Chairman.
Manual Training Section—C. E. Lacy, Chairman.
Commercial Department—Orville Hughes, Chairman.

Friday Morning, 9:00, December 1st.

- Individual Differences Among High School Pupils—Dr. H. W. Chase, University of North Carolina, Chapel Hill.
The Professional Equipment of High School Teachers—Dr. Jno. A. Lesh, State Normal & Industrial College, Greensboro.
Open Discussion: 1. High School Teachers' Meetings (Character, etc.). 2. Uniform Requirements for High School Competitive Athletics.

Friday Afternoon, 3:00, December 1.

Business meetings.

ASSOCIATION OF GRAMMAR GRADE TEACHERS AND PRINCIPALS.

Miss Ursula Blaukeuship, President, Charlotte.
(City High School Auditorium)

Thursday Morning, 9:00, November 30th.

- Professional Qualifications.
Preparedness—Miss J. Sullivan, Salisbury.
A Higher Standard for Grammar Grade Teachers—Mrs. Hettie Fennell, Wilmington.
Methods of Measuring Efficiency of Teachers—Mrs. M. B. Terrell, Raleigh.
Teachers' Salaries—J. Y. Joyner, State Superintendent of Public Instruction, Raleigh.

Thursday Afternoon, 3:30, November 30th.

- Grammar Grade Problems.
Vocational Training—Miss M. Massey, Charlotte.
Revising a Course of Study—Prof. M. C. S. Noble, University of North Carolina, Chapel Hill.
Rural School Problems—Miss Mary G. Shotwell, Supervisor Granville County Schools, Oxford. Miss Mary O. Graham, President Peace Institute, Raleigh.
Civics in the Teaching of Geography—Miss Anna Brochhausen, Supervisor of Elementary Grades, Indianapolis, Ind.
Teaching Children to Study—Dr. J. A. Lesh, State Normal & Industrial College, Greensboro.

Friday Morning, 9:00, December 1st.

- Art in the Work of the School.
Arts and Crafts—Mrs. Jacques Busbee, Chairman Art Committee North Carolina Federation of Women's Clubs, Raleigh.
Story Telling—Mrs. R. E. Ranson, Southport.
How Can Music Be Made an Integral Part of the Educational Career—Mr. Willis J. Cunningham, Supervisor of Music, Asheville.
Literature in the Educational Scheme: What Shall Go Into the Grammar School—Dr. W. C. Bagley, University of Illinois, Urbana, Ill.

Friday Afternoon, 3:00, December 1st.

President's Address—Miss Ursula Blankenship, Charlotte.

Business Meeting and Election of Officers.

The Individual the End and Aim of Educational Energies—Dr. Thos. H. Briggs, Columbia University, New York.

ASSOCIATION OF HIGH SCHOOL TEACHERS AND PRINCIPALS AND CONFERENCE OF PUBLIC HIGH SCHOOL PRINCIPALS.

Prof. N. W. Walker, State Inspector of High Schools, Chairman of Principals' Conference, Chapel Hill.

Mr. J. L. Teague, President, Statesville.

(Court Room, Wake County Courthouse)

Wednesday Morning, 11:00-1:30, November 29.**I. Principals' Conference.**

Prof. N. W. Walker Presiding.

Reports of Year's Progress:

(a) By Representatives of the Five Districts.

(b) By State Inspector of High Schools.

Announcements, Appointment of Committees, etc.

Joint Meeting With County Superintendents and Other Administrative Officers. Supt. J. Y. Joyner presiding. (Sunday School Room, First Baptist Church.)

II. Principals' Conference.

Prof. N. W. Walker Presiding.

Wednesday Afternoon, 2:30-5:00, November 29th.

Address, General Science in the High Schools—Dr. Thos. H. Briggs, Columbia University, New York.

Round Table Conference.

Joint Meeting with County Superintendents and Other Administrative Officers. Supt. J. Y. Joyner Presiding. (Sunday School Room, First Baptist Church.)

Note—This meeting will adjourn at 5:00 P. M. for the first business meeting of the Assembly.

III. Association of High School Teachers and Principals.

Mr. J. L. Teague Presiding.

Thursday Morning, 9:00-12:00, November 30th.

(Court Room, Wake County Courthouse)

Student or Co-operative Government Under the Direction of the Teacher—Mr. E. H. Moser, Zebulon.

Legislation Needed in Behalf of the High Schools—Mr. R. E. Ranson, Southport.

Address—Dr. Thos. H. Briggs, Columbia University, New York.

Open Discussion to follow each paper.

Note—This meeting will adjourn at 12:00 for the annual Thanksgiving sermon before the Assembly.

IV. Association of High School Teachers and Principals.

Mr. J. L. Teague Presiding.

Thursday Afternoon, 3:30, November 30th.

Oral English Practically Applied in the High Schools—Mr. J. Edward Allen, Warrenton.

Physical Education—Mr. L. L. Hargrave, Norwood.

Open Discussion to follow each paper.

V. Association of High School Teachers and Principals.

Mr. T. L. Teague Presiding.

Friday Morning, 9:00-12:00, December 1st.

The Relation of the High School to the College.—Dr. W. L. Poteat, Wake Forest College, Wake Forest.

Efficiency and Ethics—Dr. Thos. P. Harrison, A. & M. College, West Raleigh.

Relation of High School and Farm Life School—Mr. J. B. Henson, Dallas.

Business Meeting.

VI. Principals' Conference.

Prof. N. W. Walker Presiding.

Friday Afternoon, 3:00, December 1st.

(Court Room, Wake County Courthouse)

Report of Committees:

(a) District Contests.

(b) Legislation.

(c) Resolutions.

Business Meeting.

Address—Dr. W. C. Bagley, University of Illinois, Urbana, Ill.

STATE ASSOCIATION OF PRIMARY TEACHERS.

Mrs. J. A. Robinson, President, Durham.

(Sunday School Room, First Baptist Church)

Thursday Morning, 9:00, November 30th.

Opening Exercises.

Work with Unusual Children—Mrs. William Morris, Goldsboro.

Special Grade Work—Miss Maude Rogers, Durham.

Address—Dr. W. C. Bagley, University of Illinois, Urbana.

Thursday Afternoon, 3:30, November 30th.

President's Address—Mrs. James A. Robinson, Durham.

Address—"Civic Interpretation of the Course of Study"—Miss Anna Brochhausen, Supervisor of Elementary Grades, Indianapolis, Ind.

Friday Morning, 9:00, December 1st.

Professional and Scholastic Standards of Teaching—Miss Mollie Heath, New Bern; Miss Daphne Carraway, Wendell.

Business Session.

Friday Afternoon, 3:00, December 1st.

Round Table—Language. Leader—Mrs. Marianna Gareissen, Goldsboro.

Address, The Teaching of Reading—Miss Anna Brochhausen, Supervisor of Elementary Grades, Indianapolis, Ind.

ASSOCIATION OF MUSIC TEACHERS.

Miss Martha A. Dowd, President, Raleigh.

(Meredith College Auditorium)

Thursday Morning, 9:30, November 30th.

Organ Selection.

Brahms. Scherzo in E Flat Minor. Miss Chelien Pixley, "Fassifern," Hendersonville.

President's Address—Miss Martha A. Dowd, St. Mary's School, Raleigh.

Methods and Their Application—Mr. Albert Mildenberg, Meredith College, Raleigh.

Normal Work in Music in the State—Mrs. Linda L. Vardell, Dean of the Conservatory of Music, Flora McDonald College, Red Springs.

Thursday Afternoon, 3:30, November 30th.

Early Ear Training and Sight Reading an Essential in the Make-up of a Musician—Miss Charlotte Ruegger, Meredith College, Raleigh.

High School Music—Mr. Willis J. Cunningham, Supervisor of Music, Asheville.

How to Make Music Count—Dr. D. Y. Dykoma, University of Wisconsin, Madison, Wis.

Friday Morning, 9:30, December 1st.

The Efficient Teacher—Mr. J. Henri Bourdelais, Bourdelais School of Music, New Bern.

Preparatory Work in Music.

For the Piano Teacher.

Desirable Music to Teach for Grades I., II., III., IV.

The Examples Illustrated from Writers of the Classic and Modern Schools—Mrs. Crosby Adams, Montreat.

Demonstration of Class Work—Mrs. W. J. Ferrell, Meredith College, Raleigh.

(There will be open to those interested a selection of

teaching material of primary and preparatory grades in charge of a special committee prepared to furnish illustrations and explanations.)

Friday Afternoon, 3:30, December 1st.

Business Meeting.

Reports of Committees:

High School Credits—Mr. Wade R. Brown, Chairman, State Normal and Industrial College, Greensboro.

Standardization of Voice Course—Mr. R. Blinn Owen, Chairman, St. Mary's School, Raleigh.

North Carolina Compositions—Mr. John Simpson, Chairman, State School for the Blind, Raleigh.

Public School Music—Mrs. Edwards, Chairman, Wilmington.

Membership Committee—Mr. Gilmore Ward Bryant, Conservatory of Music, Durham.

Publicity Committee—Miss Rebecca H. Shields, Chairman, St. Mary's School, Raleigh.

Nominating Committee—

Election of Officers.

Report of Committee on Resolutions—Miss Bessie Futtrell, Meredith College, Raleigh.

Report of Committee on Certification of Teachers—Mr. Gustav Hagedorn, Chairman, Raleigh.

5:00 P. M.

Recital by North Carolina Artists.

Miss Emilie Rose Knox, Violinist.

Miss Dicie Howell, Soprano.

DEPARTMENT OF HIGHER EDUCATION.

Geo. J. Ramsey, Raleigh; C. E. Brewer, Raleigh; M. H. Stacey, Chapel Hill, Committee on Organization. (Educational Auditorium Wake County Courthouse)

Thursday Morning, 9:30 November 30th.

Correspondence having developed the fact that the sentiment among college teachers in favor of an annual conference is practically unanimous, steps will be taken at this meeting, if the way be clear, to organize a department of higher education in affiliation with the other departments of the Assembly and to define the scope of its activities. All executives and teachers engaged in this division of the service are cordially invited to be present and take part in the discussion.

THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

STORIES FOR THANKSGIVING DAY AND THRIFT STORIES

The coming of the Thanksgiving time of the year reminds teachers and pupils that some plans should be made for getting the teachers and pupils and parents in closer touch one with the other. Jean Mitchell invited or rather allowed, the pupils to invite, their parents and other friends to the school house on the day before Thanksgiving. The exercises were simple and required little preparation on the part of teacher and pupils, and yet it was a splendid opportunity to get parents interested in the school. If the teacher has been telling stories, or if there is a good story teller in the neighborhood, it will be a fine time to put into practice the fine art of story telling. If a Story Teller's League has not been organized Wednesday afternoon before the Thanksgiving holiday will be a good time to organize one.

There are still people who do not believe it worth while to spend so much time telling stories to children and feel that the time taken up in holding the interest of the children with a story would be better employed in teaching "readin', riting', and rithmetic," and one writer in a certain North Carolina weekly has written several articles this year condemning the readers in use in the schools because they contain so many stories and not enough of facts. People of this kind belong to that class that would stand the children in the corner and make them say over and over and over again the lines of the multiplication tables until some how or other they became fixed in the memory. The man or woman who does not want his or her children to be told stories feels that nothing worthwhile in the world is ever secured except by drudgery.

The Text Book Commission has suggested as a supplementary reader "Stories of Thrift for Young Americans," Charles Scribners and Sons. It is a fine book for the story teller. The stories found in the book have been told in the Southport school

this year, and the school boys and girls have seemed to enjoy them, and their teachers hope the stories will bear fruit. One day just before the opening of a new series in the local Building and Loan Association the County Superintendent of Schools, who is president of the Building and Loan Association, the attorney of the Association, and the story teller visited every room in the school. The story teller told a story of thrift, and the attorney told briefly about the workings of the Building and Loan. He taught the lesson by displaying five nickles and in a few seconds producing a package containing one hundred one dollar bills. The children will not forget the story, and in connection with it they will remember that they can save money and buy homes through the local Building and Loan Association.

This book and the various stories that appear in literature are fruitful sources of material for the story teller who would teach thrift. To our mind it seems that when school boys and girls are taught thrift both at home and at school and grow up to be thrifty men and women then there will be more wealth in North Carolina, and along with the wealth will come better paid teachers, and in every school in the State there will be an official story teller.



PROGRAM FOR NOVEMBER.

Bessie Dunlap.

There are two sections of the following program.

The first is a miscellaneous one, suitable for children of all grades. When children are familiar with Mother Goose stories and characters a good and very interesting dramatization can be found in Mistress Mary's Rosebush, from Little Plays for Little People.

The second section is made up of stories leading up to Thanksgiving and Thanksgiving stories. It will be noticed that reference is made to chapters

IV and V of Jean Mitchell's School. If teachers will read this book again they will no doubt feel constrained to have exercises Wednesday before Thanksgiving to which they will allow the children to invite their parents. A number of the suggested Thanksgiving stories may be told at this time.

Section I.

1. Mother Goose Stories—from school readers.
2. Talkative Tortoise—from Stories to Tell Children, Houghton Mifflin Co.
3. Gingerbread Man—from Stories to Tell Children.
4. Who Killed the Otter's Babies—from Stories to Tell Children.
5. The Country Mouse and the City Mouse—from Stories to Tell Children.
6. Dramatization of Country Mouse and City Mouse—from Little Plays for Little People, Ginn & Co.
7. The Gold Beads—from "Tell It Again Stories," Ginn & Co.
8. Pulling Up the Corners—from "Tell It Again Stories."
9. Sheltering Wings—from "Tell It Again Stories."
10. Why Evergreen Trees Keep Their Leaves—First Book of Stories for the Story Teller, Houghton Mifflin Co.
11. The Discontented Pine Tree—from First Book of Stories for the Story Teller.
12. Prometheus, the Giver of Fire—from First Book of Stories for the Story Teller.
13. A Bag of Wind—from First Book of Stories for the Story Teller.

Section II.

1. Read Chapters IV and V of Jean Mitchell's School.
2. That Horrid Rain—from "Tell It Again Stories."
3. The Queer Little Man—from "Stories Children Need."
4. Johnny Chuck Finds the Best Thing in the World—from "Stories Children Need."
5. The First Harvest Home in Plymouth—from "Good Stories for Great Holidays," Houghton Mifflin Co.
6. The Master of the Harvest—from "Good Stories for Great Holidays."
7. The Nutcracker Dwarf—from "Good Stories for Great Holidays."
8. The Spirit of the Corn—from "Good Stories for Great Holidays."
9. The Horn of Plenty—from "Good Stories for Great Holidays."

EXERCISES IN SEED CORN SELECTION.

This is the season of the year when farmers are getting their corn. It is also the season when teachers should encourage the Corn Club boys to have a care in selecting the seed. The following instructions published in September School Education will give some excellent exercises in seed selection:

Where to Select Seed Corn.

Arrange to take your class out to a field and have them select seed from the stalk. Why should corn for seed be so selected? Can one tell by the size of

th ear whether there are one or more ears on the parent stalk? Why?

Choose seed-corn now for next year's acre corn contest, for the home project, or the school garden.

How to Know a Good Ear.

How may one make sure that the ear chosen matured early? Are the very first ears to mature the most desirable for seed? Why, or why not? Which is more important in choosing seed, maturity or size?

Notice the germ, the young corn plant that is the essential part of the seed. Is it firm and plump, and in color like a fresh walnut meat? The larger the germ, the stronger the growing power of the seed.

Choose ears as large as can be matured in your neighborhood. How will this affect the next year's yield? Why is a heavy, firm, solid ear desirable? Deep kernels? What is the disadvantage of a very large cob? A very slender cob?

Notice the tips. What do shrunken kernels here indicate? Straight rows and a uniform color in corn and cob show good breeding.

Why is it well to choose ears from a strong, tapering stalk? Would an extra tall or a medium sized stalk be the more desirable? What is the danger of oversized stalk and ear? Why should a farmer gather about twice the amount of seed that he expects to sow?

Ask the co-operation of the farmers in your neighborhood in your teaching. It will help you and help them. Invite them to come to the field and take part in the seed-selection.

The Score Card for Judging.

Bring good and poor ears to class for careful judging and testing. Use a standard score-card for your judging. Such a score-card, together with an explanation of the points which go to make up a good ear may be obtained from your State college of agriculture. Write to the extension division of the college and ask for copies enough to supply your class.

Devices for Drying Seed.

Build apparatus for drying seed corn. Each boy should make a seed corn rack for home use. A timber about two or three feet long makes a satisfactory rack. Drive finishing nails in a slanting position into all four sides, leaving space for the ears so that they will not touch. Put a round-eyed screw in the top by which to hang the racks from the ceiling. Build a "corn horse" in the same way, using two crosspieces of timber for a base. What advantage has a hanging rack? Keep the best racks of each type in the school for exhibit.

Why must seed be thoroughly dried? What would happen within the seed if it were placed in a damp, warm place?

Shell ten ears of corn of a deep-kernel variety and ten of a kind having short kernels and large cobs; weigh the shelled corn from each and compare the amounts. Weigh a bushel of seed-corn, using ears of average weight. Weigh again at the end of each month for a year. What causes the loss? When is the loss most rapid?

SCHOOL ADMINISTRATION

ACCREDITED SCHOOLS.

The following letter has been sent by the State High School Inspector to all schools having and desiring to have accredited relations.

To the Superintendent or Principal:—

The Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States, will hold its next annual session in Durham, N. C., November 14-17. The Commission is composed of members representing 13 Southern States. The State Committee of North Carolina is composed of the following members: N. W. Walker, University of North Carolina, Chairman; E. C. Brooks, Trinity College; and Edwin D. Pusey, of the Durham City Schools.

Application for accredited relations must be made to the State Committee. The list of schools accredited is revised at each annual meeting of the Commission. Every school of secondary grade interested in maintaining sound standards of work ought to make an effort to meet the requirements of the Commission and to get on the accredited list. This list constitutes the great honor roll of secondary schools of the South. To be considered worthy of a place on this honor list a school must meet the following requirements:

1. It must offer a full four-year course of study well organized and well administered.
2. It must have at least three teachers, of approved training, giving their full time to high school instruction.
3. It must have a good school building with adequate laboratory and library facilities.
4. It must require for graduation at least 14 units of work. (A unit is estimated in terms of a definite amount of work in a given time. The minimum time allotment per unit is 120 sixty-minute hours.)
5. The Commission will refuse to accept a school (1) if the instructors teach more than six periods per day (the Commission recommends five); (b) if the recitation periods are less than 40 minutes in length; (c) if there are more than 30 pupils per teacher in the high school department; (d) if the number of recitation periods required of the student per week is more than 25 (the Commission recommends 20.)

For further details as to standards and regulations see pages 27-33 of Bulletin No. 3, copy of which will be sent upon request.

An annual report is required of each school accredited by the Commission, and a membership fee of \$2.00 is required every three years. If your school is already on the accredited list and has paid its membership fee, your dues are paid for two more years.

If you wish to make application to the Commission for accredited relations, please let me know at once and I will forward the necessary blanks, to of \$2.00 is required every three years. If your school is not already accredited it will be necessary for you to send in your membership fee of \$2.00 at the time you make application for accredited relations. Should your school not be accredited by the Commission, this fee will, of course, be returned to you. If you wish to have your application con-

sidered, it will be necessary for it to be in my hands by November 8 at least. No further notice will be sent to you this year regarding this matter unless the enclosed card is returned promptly.

N. W. WALKER,
Chairman of the State Committee.

SHOULD PUPILS BE ALLOWED FREE ELECTION OF STUDIES IN ALL GRADES ABOVE THE SIXTH?

The above query was discussed by the Ohio State Teachers' Association in its meeting of June, 1916. The argument for free election was:

1. Each individual can serve society best if he promotes his education in the line of his tastes and capacities. On this basis he should choose his studies and his education should be a training in choice.

2. The choice must be based on an intimate mental predilection which cannot come as a rule until the middle or end of the seventh year of school.

3. If the pupil is allowed, under obvious instructions, to select his studies in accordance with his dominant interests, the process will lead him gradually from the field of prescription and imposed restraint to freedom and self-direction.

4. There is a disciplinary value in working against the grain, but there is no progress in working with permanently uninteresting material. The teacher can, of course, compare the performance of disagreeable tasks and by the repetition of exercises convince the unwilling pupil with noticeably rising grade, that he is making progress, but this may develop deception.

But is there any intellectual development in this? It has been found that intellectual development is a result of intensity of effort and this is always greatest when interest in work is keenest. The habit of overcoming difficulties is formed by overcoming difficulties and not by futile attempts at overcoming them. If a pupil's work is in harmony with his interests he will overcome difficulties because they are obstacles which keep him from the thing he wants; because he has the natural capacity to achieve and because he already feels the sense of achievement—the crowning incentive to all endeavor and exertion.

Against Freedom of Election.

1. There should be definite requirements for what may be termed the essential subjects and the full election of the so-called non-essential subjects.

2. Pupils are too immature and parents are too lenient to allow either or both to select the courses for the children.

3. Will students select what they need most? Take physical training, for example, will those who need it most elect it?

4. Pupils are prone to select the line of least resistance. This fact is so obvious that arguments are unnecessary.

5. Free election of subjects will cause pupils to select teachers instead of subjects. This might prove

to be a good thing in some instances. However, the chances of its resulting in evil is just as great.

6. The demand for special training and the clamor to save time has caused many to advocate the free election of subjects at an age when pupils cannot fully realize what they are doing.

Instead of throwing down the bars at the end of the sixth grade by permitting the free election of studies by pupils above that grade, it is believed the most rational thing that can be done is to place all of the essential subjects upon the required list and

to make the non-essential subjects optional. These elective subjects should be few in number in the earlier years and could be gradually increased in later years as the ability and judgment of the pupils improve. The proper adjustment and apportionment of subjects is a difficult task for makers of courses, but the biggest problem in this whole matter is not so much the election of courses as the election of teachers who can modify their teaching of subjects to meet the varying needs of individual pupils.

A THANKSGIVING DAY PROGRAM

The October number of **Education** contained a play, "The First Thanksgiving Council," which could be used in the exercises for Thanksgiving Day. It was published a month in advance in order that teachers might have an opportunity to give the pupils full training in it. In addition to that play, the following material is given:

READINGS.

I.

The Day of Thanksgiving.

Thanksgiving Day is one national festival which turns on home folks. It is not a day of ecclesiastical saints. It is not a national anniversary. It is not a day of celebrating a religious event. It is a day of Nature. It is a day of thanksgiving for the year's history. And it must pivot on the household. A typical Thanksgiving dinner represents everything that has grown in all the summer, fit to make glad the heart of man. It is not a riotous feat. It is a table piled high, among the group of rollicking young and the sober joy of the old, with the treasures of the growing year, accepted with rejoicings and interchange of many festivities as a token of gratitude to Almighty God.

Remember God's bounty in the year. Stiring the pearls of His favor. Hide the dark parts, except so far as they are breaking out in light! Give this one day of thanks, to joy, to gratitude!

—Henry Ward Beecher.

II.

The King of Festivities.

The king and high priest of all festivals was the autumn Thanksgiving. When the apples were all gathered and the cider was all made and the yellow pumpkins were rolled in from many a hill in billows of gold, and the corn was husked, and the labors of the season were done, and the warm, late days if Indian Summer came in, dreamy, and calm, and still, with just enough frost to crisp the ground of a morning, but with warm traces of benignant, sunny hours at noon, there came over the community a sort of general repose of spirit,—a sense of something accomplished, and of a new golden mark made in advance,—and the deacon began to say to the minister, on a Sunday, "I suppose it's about time for the Thanksgiving proclamation."

—Harriett Beecher Stowe, in "Oldtown Folks."

SELECTIONS TO BE MEMORIZED.

Thanksgiving.

Come forth, come forth, to the festal board,

As our sires were wont in the days of old;
The reapers are home with their harvest board,

The herds have hied to their wintry fold,
And the cullers of fruit our valuts have stored

With the wealth of the orchard's freight of gold.

Come forth, come forth, with your heart-felt praise,
To swell the songs at the altar's side;

For a lofty psalm to God we raise,

Who hath scattered His love gifts free and wide,
And still, from the wan earth's earliest days,

His seed-time and harvest hath not denied.

* * * * *

Thanksgiving Day.

For the gifts we have had from His hand

Who is Lord of the living,

Let there run through the length of the land

A Thanksgiving! Thanksgiving.

—Clinton Scollard.

* *

The First Thanksgiving, Boston, 1631.

The curse of Can was on the earth;

The leaden heavens frowned;

The winter closed with cruel dearth

And gripped the fruitless ground.

Behind us rose the sombre wood,

Before us stretched the foam—

A thousand leagues of briny flood

That Sundered us from home.

The meagre mussel was our meat;

We robbed the squirrels' hoard;

Our barren glebe beneath our feet,

We cried upon the Lord.

"Arouse your souls against despair,"

The godly Winthrop said,

"And choose a day of fast and prayer,

For, surely, He who led

"Our wanderings across the wave

Shall hear us when we plead,

And stretch a mighty arm to save

His people in their need."

Behold! When all is black and drear

And want assails the land,

How God delighteth to appear
 To work with wond'rous hand!
 For, even as we made to deal
 To one that hungered sore
 The utmost handful of our meal,
 A shout arose from shore.
 An hundred watching eyes descried
 Through winter's misty pall
 The good ship Lion breast the tide
 With provender for all.

Then joined the voice of first and least
 A hymn of thanks to raise
 Our day of fasting changed to feast
 And prayer gave way to praise.

So once in every year we throng
 Upon a day apart,
 To praise the Lord with feast and song
 In thankfulness of heart.

—Arthur Guiterman.

School Room Methods and Devices.

AN EXERCISE IN WRITING PROPER NAMES.

The Reading Circle is emphasizing this year correct, oral and written language. The outline published in October Education calls for special drill on certain forms. The following is a good exercise in writing special or proper names.

You have a name; so have your classmates and friends and other persons. Towns and streets and rivers and states, and mountains have names. Why? What other things have names of their own? Why?

Write your name. Write the names of some persons you know. The name of your postoffice. Of your state. How must these names be written?

Look in your reader, or your geography, and find other names. How are they written?

.1 Copy a list of names from your reader.

2. Copy and finish these sentences:

My name is _____.

My father's name is _____.

_____ is my cousin.

_____ is in my class.

I live in the state of _____.

Have you seen the _____ mountains?

I bought my bicycle in _____.

I have seen the _____ river.

3. Make a rule for writing the special names of persons and places.

4. Copy these sentences, putting capital letters where you think they should be:

I went to chicao last week.

I had a ride on lake Michigan.

My mother has been visiting in iowa.

My cousin walter went home last week.

My friend's name is william mason.

Do you know where springfield is?

sugar creek is full of water.

Tell the class the reason for using each of these capital letters.

ONE MOTIVE IN TEACHING BIOGRAPHY.

Children should study biography in order to learn what traits of character work for greatness. This should never be lost sight of. However, there are certain by-products of such value as to care for special care, and one of these by-products is familiarizing with great historic names.

Familiarize children early with the great classic and historic names. Tell them the stories of Hannibal, Zenophon, Miltiades, Caesar, Napoleon, Shakespeare, Scott, Drake, Franklin, Livingstone, Stanley,

and others. Do not hesitate because the names are long and hard. Make the story short and fascinating, and the long name is an aid and not a hindrance. Uncle Jedidiah, Zachariah, Abijah and Philander, men whom the children have never seen, and who may have been dead for twenty years when they were born, have easy enough names if there is any reason why they wish to know them. As soon as a name means something it is all right if only it is frequently used. It is a great thing for a child to get into his vocabulary and into his thought the great names of the world.

* *

DIRECTIONS FOR PRESENTING A STORY TO THE CLASS.

If the Reading Circle directions are followed this year teachers should show considerable progress in telling stories to children and in having stories told by the children. But the teacher must set the example. The Oklahoma Journal of Education gives the following directions to teachers:

"1. Know the story 'by heart.' Never read it. A book always comes between the children and the reader and is a sure means of distracting from the interest of any story. Have your eyes free that you may look squarely into the eyes of the little listeners, and your hands free that you may use them to express force and enthusiasm when telling the story.

"2. You must thoroughly appreciate, feel and enjoy the story to make it a success.

"3. Choose language that is simple and then tell the story with directness and enthusiasm. Be perfectly free and easy in your manner before an audience, avoiding always affection of any kind, posing or overly dramatic attitude. Do nothing to make yourself awkward or foolish. Never let enthusiasm for the story of the children drift into the excitable style.

"4. Refrain from drawing a story out to a great length. Rather make it short and to the point, leaving your audience filled with a desire to hear more.

"5. Learn to listen to your own voice as you speak, never allowing yourself to use loud or shrill tones. The ordinary speaking voice is all that is necessary, but it should be full of life. Nothing defeats the success of a story so much as a 'dead, hollow voice.'

"If you are troubled with embarrassment before your audience, train yourself to hide this affliction.

Make yourself enter into the story with zest and sincere feeling. Be a child with the children.

"7. Choose always direct discourse. Do not say, for instance, 'The wolf said he would huff and puff and blow the little pig's house in,' but quote the wolf's own words, as 'And the wolf said 'I'll huff and I'll puff and I'll blow your house in.'"

"8. Tell the same story as often as the children express a desire to hear it, and, no matter how often that is, do not allow your interest and enthusiasm in the story to drag."

The Story Tellers' League is doing some valuable work. This program should be studied and followed.

CORRELATIONS FOR NOVEMBER.

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons.—The farm stock, poultry, and implements, the roads to school, to church, and to the local market should provide material for conversation for the younger pupils. For the slightly more advanced pupils oral and written narrations on the foregoing subjects should be required. For the still more advanced pupils written descriptions of different breeds of poultry and stock and the farm implements should constitute the work. The condition of the roads to the county courthouse and to the principal county market should also provide material for written work.

Reading and Spelling.—The following are suggested for supplementary work in reading for this month: November, Alice Cary; How the Leaves Come Down, Susan Coolidge; The Flight of the Birds, E. C. Stedman; Hunting Song, Coleridge; Cotton, Zitella Cocke; The Farmers' Gold, Edward Everett; Indian Corn, Edward Eggleston; and To a Mouse, Robert Burns.

List and assign the new words that appear in the correlation work of this month. Among these should be found such as follows: Poultry, chicken, duck, goose, turkey, egg, feathers, color, horse, swine, sheep, breed, calf, roads, market, produce, progress.

Drawing.—Drawing for this month should consist of outlines of eggs, different kinds of poultry, farm animals, simple farm implements split-log drag, etc.

History.—A history of marketing the community crops should be prepared consisting of such items as the following: Places at which sold, prices obtained, manner of transporting, condition of roads, cost of marketing, etc. For the more advanced pupils of this group a history of the methods of county road working, past and present road laws, should be studied. The extent to which the growing of crops in the different parts of the county has been affected by roads should be studied. A comparison of the home county with adjoining counties where conditions are better or worse should be made.

Geography.—A study of the effect of elevation on the maturing of crops should be made in the school district and in the adjoining districts. The excursions for this month should be made to include observations of fields of different elevations to note the effect. A study should be made also of the influence of elevation on the kinds of crops that the community is able to grow. This study should be extended through the county and to the adjoining counties for the benefit of the more advanced pupils.

Arithmetic.—A profitable exercise for beginners is to have them count the number of farm implements, stock, poultry, and things of like character at their homes and report the same to the teacher in class. By finding totals of each variety or class and of all farm animals and implements many exercises may be developed. For the more advanced pupils problems as to the cost of marketing crops on good and bad roads, taking into account the time, the size of the lands, and the life of wagons should be developed. Problems on the effect of good and bad roads on the price of land should be made. As a basis for those exercises values in different communities where roads are good or bad should be taken into consideration. It would be well during this month to develop problems on the cost of planting fruit trees and the value of their yields.

Excursions and Practical Work.—the excursions for the month will be determined more or less by the correlating needs. Special attention should be given however to visiting farms of the community having improved breeds of poultry and swine. Where possible, excursions should be made to farms equipped with modern implements, and the names and uses of these implements learned. If there is no farm in the community affording this opportunity, a visit to an extensive hardware concern for this purpose should be made. Farm supply catalogues should be ordered, and the names of farm implements and their uses learned.

Seasonable work in the school garden should be done. Cuttings of shrubbery and fruits should be made and stored during this month.

Harvest Home Song.

The frost will bite us soon;
His tooth is on the leaves:
Beneath the golden moon
We bear the golden sheaves:
We care not for the winter's spite,
We keep our Harvest-home tonight.

The pleasure of a king
Is tasteless to the mirth
Of peasants when they bring
The harvest of the earth.
With pie and tabor hither roam
All ye who love our Harvest-home.

The thresher with his flail,
The shepherd with his crook,
The milkmaid with her pail,
The reaper with his hook—
Tonight the dullest blooded elods
Are kings and queens, are demigods.

—John Davidson.

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Are you preparing to attend the Teachers' Assembly? Raleigh is making ready for you.

Thanksgiving comes this year on the 30th. Don't let the time slip up on you and then say you haven't time to prepare for suitable exercises.

The county school bulletin is popular now. It is one of the best agencies for increasing the efficiency of the teachers. Every county should publish a bulletin.

November 3 is Arbor Day. However, the manual prepared for use in the schools will not be ready by then. Every school should set apart a day in November as "Arbor and Bird Day."

The best way to improve the teaching this year is for the teachers to become members of the Reading Circle and the Story Tellers' League. These are great agencies and teachers should use them.

A teacher who refers to the humble origin of even the worst of her pupils or ridicules the bad training that a child has received from its parents, is not, for the time being, worthy to be called a teacher.

Teachers that can lead the singing have a distinct advantage over those that cannot. But even if teachers cannot sing they should so plan that the school will not go along without this fine inspiration.

The program of the Teachers' Assembly is well packed with progress-making, practical features. Look over it in this issue and make an engagement with yourself to be present on the minute at the first meeting of your section.

To the County Superintendents: When you report the largest attendance ever recorded at your teachers' meeting, see if you cannot also report the greatest enrollment in Reading Circle work, and as subscribers to **North Carolina Education**.

Sing some joyous songs. Nothing like it to help put the right spirit into the schools. Sing songs first that folks know well and love. Sing them with spirit. Sing the meaning into them. Teach new ones later—not much later. Sing frequently. Singing together means co-operation.

The Association of Colleges and Secondary Schools of the Southern States will hold its next annual meeting at Trinity College, November 15-17. Superintendents of city schools and principals of private academies and State high schools will be able to find much in the meetings of this Association that will be of vital interest to them.

Now is the time to organize moonlight schools. Every school principal should look over the census carefully and ascertain if there are any adult illiterates in his or her district. If any are found, a faithful effort should be made at once to organize a moonlight school and get them to attend. A great responsibility rests upon the teacher. Much can be done. Will you do it?

In Granville County the teachers are divided into eight groups, having not less than ten teachers nor more than sixteen in a group, and instead of the usual monthly meetings these group meetings serve as the basic organization for the professional training of the teachers. This is good. But the regular monthly meetings should be held also, where the members of the different groups may meet and report on the entire work of the county.

High schools and colleges are considering seriously the advisability of adding military training to the curriculum. Many have already added this feature, others are planning to add it. New York State has taken the most advanced steps thus far taken, and has published a detailed plan for combining military training with physical training. The military feature, if handled very carefully, may be a good thing, but teachers and superintendents should not rush into it blindly.

The men had just as well own up! Their long suit is not in either spoken or written English when the contest is against feminine skill. By writing an average of 137 accurate words per minute for one hour, Miss Margaret B. Owen, of New York City, has again won the world's typewriting championship and a \$1,000 cup and beaten her own previous record of 136 words a minute. Think of that! A whole hour of minutes and 137 words to each minute!

Are you going to take two or three or a dozen magazines for yourself or your school next year? **North Carolina Education** interested itself last year

in undertaking to save money for its readers by giving them club rates on their magazines. The response was so satisfactory that we are again running a list of magazines and the rates at which we can supply them to our subscribers. Read the directions carefully on page 2 and send in your orders now, this month, for your next year's reading and for the periodicals you are going to send out as holiday gifts.

DR. HERTY RESIGNS FROM THE UNIVERSITY FACULTY.

Professor Charles H. Herty, head of the Department of Chemistry of the University has resigned to become Editor of the Journal of Industrial and Engineering Chemistry, New York City.

Professor Herty has been at the University for eleven years, having come to this institutions in the fall of 1905. He was formerly professor in the University of Georgia, then served two years as expert with the Forestry Division of the United States Department of Agriculture. He received his Ph. D. degree from the University of Johns Hopkins, and has, besides, devoted considerable time to chemical research abroad, in Berlin and Zurich, Switzerland. As head of the University Department of Chemistry he has built it up and added to its facilities as well as prestige.

But it is not merely as a professor in the University that Doctor Herty has distinguished himself. He has long been known as one of the leading industrial chemists in the country. The Herty Cup for extracting turpentine, invented by him, has alone saved the South \$13,000,000 annually, according to a statement in the World's Work. He has made of the chemical laboratory at the University a clearing-house of chemical problems affecting the industrial development of the South, and has carried on extensive experiments in rosin-making, rare earth investigations, the study of dye-stuffs, and in certain other highly important fields.

Professor Herty has been twice elected President of the National Chemical Society, an honor that it is said, has come to him alone. This is an evidence of the high stand he has taken among the scientists of America. His departure makes the State poorer, for his strength will be missed.

ARBOR AND BIRD DAY.

Arbor Day this year is Nov. 3. A special effort has been made to have the day appropriately celebrated all over the State, and it is hoped that all the schools will observe it in some way. A new "Arbor and Bird Day Manual" was prepared by the State Geological and Economic Survey at the special request

of the Superintendent of Public Instruction, and this was ready for the printer the beginning of August. For some unaccountable reason the printing of this manual has been delayed to such an extent that it hardly seems possible to have it properly distributed before Arbor day. This is a great misfortune, as the county superintendents of public instruction throughout the State made an almost unanimous demand that these books be distributed this year earlier than was done last year so that the teachers would have plenty of time to teach the children their exercises. Instead of being earlier the manual will be much later, too late to be of any use whatever in preparing Arbor day observances.

It will now be necessary for the teachers who are organizing Arbor day exercises to use again the manual for 1915. If additional copies of this are needed, they can no doubt be secured by applying to the county superintendent or to the State Superintendent of Public Instruction, Raleigh.

However, if it is not convenient to set apart November 3, a later day should be selected. Every teacher should have either the old or the new manual.

SCHOOL LAWS OF 100 YEARS AGO.

There has been discovered near Washington, N. C., it is said, a copy of an old law book compiled by Judge Henry Potter, of the federal district court of North Carolina, and printed at Raleigh in 1828, which contains information tending to convince a modern person that going to school and teaching school were dangerous businesses in that period. The following paragraph is said to be a verbatim copy of the law of Judge Potter's time:

"Where a schoolmaster, in correcting his scholar, happens to occasion his death, if in such correction he is so barbarous as to exceed all bounds of moderation, he is at least guilty of manslaughter. And if he makes use of any instrument improper for correction, and apparently endangers the scholar's life, as an iron bar, a sword, or kick him to the ground and then stamp him, and kill him, he is guilty of murder."

A PART OF THE READING CIRCLE.

The Pitt County Teachers' Handbook has the following appreciated reference to "the State teachers' journal":

"North Carolina Education, published at Raleigh, is the State teachers' journal and a part of the Reading Circle. ****The County Superintendent will gladly send in your subscription for you if you will hand the money to him or to some one designated for this purpose at the first teachers' meeting. This is a very valuable publication and every teacher in the county should subscribe for it."

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1916-1917.

THE OUTLINE FOR NOVEMBER.

The general outline for the fall was published in the October number, a brief survey of which is as follows:

I. Correct Spoken Language.

1. A good short story from literature.
 2. A good short story from history.
 3. A good short story from nature.
 4. A good short story from current events.
- (Use the newspapers as well as magazines.)

II. Correct Written Language.

1. Best letter on the school news of the week.
 2. Best letter on activities in the community.
 3. Best letter on national current events.
- (See letters prepared by West Durham School.)

III. Forms of Writing.

1. Emphasize correct use of capitals, the period, the question mark, the paragraph and the margin.
(A lesson in how to teach the use of capitals appears elsewhere under Methods and Devices.)
2. Let the students study their own composition. Then set apart a period once a week when all the students, working with the teacher, may be taught how to correct their own mistakes.

IV. Text Books to Use.

Primary teachers should study carefully the first two chapters in Leiper's *Language Work in Elementary Schools*. Read carefully the following topics which run through the three chapters:

1. Conversation exercise.
2. Observation lessons and reports. (These are especially good and should be followed.)
3. Story telling. Study the outline suggestions.
4. Oral composition. Notice the different kinds of oral composition. Take for example Variation the first week, then a week each to Description and Exposition.

Many teachers do not know how to teach a poem. Good suggestions are given in each chapter.

5. Dramatization. Many of the teachers have done good in this form of oral work. Read author's suggestions. Try his "The Shepherd Boy" on page 69 with your second or third grade children.

6. Letter Writing. When you are emphasizing written language, follow directions in chapters 1 and 2. Notice that the author has the same kind of written expression that he gives for oral expression, that is Narration, Description and Exposition.

Read the article elsewhere on the Organization of the Primary Teachers of East Durham. Schools throughout the county can do likewise.

Grammar Grade Teachers.

The grammar grade teachers should review the first three chapters and if the pupils do not tell the story of the lesson readily or if they are backward in reproducing a story, the suggestions given in chapters 2 and 3 should be followed by the teachers. But for

the upper grammar grades, the suggestions in chapters 4 and 5 will be more suitable.

Now let the grammar school teachers organize. This will put life into them.

The fact that the teachers have read these chapters carefully is not sufficient proof that the suggestions are thoroughly understood. The proof is the evidence that the children are being benefited. Preserve the written work of the pupils and bring samples of it to the monthly meetings. Moreover, be prepared to prove that you can teach oral languages by giving in detail at the monthly meetings the instruction that you gave the pupils. This may be done from written outline, or you may write out your plan in full and present it at the monthly meeting.

Some Good Stories.

One of the books in the Reading Circle is Van Dyke's "Blue Flower." Much emphasis is place on story telling this year and this book contains some excellent stories. The best of these is "The Other Wise Man." In December teachers will be looking for a good Christmas story. The last story in the *Blue Flower* is "The First Christmas Tree." It is indeed an interesting story—one that teachers should read to the children just before Christmas. It contains much that will be new to the teacher who is not a student of history of the early days of the Christian church. The scene is laid in England in 722. Both of these stories, "The Other Wise Man" and "The First Christmas Tree," are good stories for the month of December.

HOW THE OCTOBER OUTLINE WAS FOLLOWED.

The October outline has been followed very closely by a number of schools. Therefore, we shall devote some space in this issue to a reproduction of a part of the club work in these schools in order to give the other schools a guide to follow. I am selecting for this purpose the work of the West Durham schools. This system is not a part of the Durham city system, but it is under the county system.

The monthly meeting of the Durham County teachers was devoted to a demonstration of the teachers' club work of the West Durham school by the teachers of that school. Only the high school and grammar grade teachers took part in the demonstration, since the primary teachers were at the time having their own meetings, otherwise the demonstration followed in detail the regular work of the West Durham teachers' club. This club meets the first and third Tuesday afternoons of each school month, after school hours, and the program is devoted to three lines of work: oral composition, written composition, and current events. It is the teachers' organization for self-improvement and is of course distinct from the principal's meetings to discuss matters of school-room routine and methods.

Oral Compositions.

Oral composition was represented by Verna Britt, a pupil from the fourth year of the high school, who told the story of Shakespeare's *As You Like It*,

and by Annie Winberry, a pupil from the third year of the high school who told the story of Hawthorne's **House of Seven Gables**. These stories were taken from a test of books for parallel reading in English and history prepared by Mrs. Holton, a teacher of those subjects in the third and fourth years of the high school department. The list for the fall term follows:

1. Any one biography from the **American Statesman Series** or some other series of equal difficulty.

2. Any one of these: Holmes' **Autocrat of the Breakfast Table**, Hawthorne's **House of Seven Gables**, one of Cooper's **Leatherstocking Tales**, or Poe's **Tales**.

3. Two novels from the works of Dickens, Thackeray, Eliot and Scott.

4. One of Shakespeare's plays not used for class work.

5. A list of miscellaneous books, oral report on one of which will excuse the pupil reporting from the regular monthly test on English or history.

The pupils of the third and fourth year classes have from twenty minutes to a half hour daily immediately after chapel exercises to report on books read, current events, and other suitable material for oral English that may suggest itself to the grade teacher. Similar work was done in the same grades last year and is just now being extended to the first and second years of the high school. The teachers of school last year took turn about in reporting orally on books read; this year the high school pupils will do the greater part of this work.

Written English.

The second part of the club work, the written English, was represented by letters written by the pupils of the various grades on topics of school interest.

The following letter shows good instruction in paragraphing, spacing, and correct letter forms:

West Durham, N. C., October 4, 1916.

Supt. C. W. Massey,
Durham, N. C.

Dear Mr. Massey:

The West Durham school is being improved very much in appearance. Three rooms are being built on the West side. They will be finished sometime this week. The grounds will be improved in the near future.

An Athletic Club has been organized in the high school. It has about forty-five members. The boys and girls will begin playing as soon as the grounds can be fixed. The boys are playing football and like it very much.

A music teacher has been added to the school. Miss Morton is director of it. She has a great many pupils. Mr. G. W. Bryan has offered to give a medal to the one who does the best work in music. He has arranged it so that any of them who wish to take the same examinations as he gives the pupils at the conservatory may do so.

Miss Laura Mae Bivins has charge of the domestic science.

Four new teachers have been added to the faculty. These are Misses Irene Pegram, Clara Petty, Addie Klutz and Laura Mae Bivens. We have the largest

school in the county. The enrollment is about seven hundred and twenty-one pupils. We are proud of our school and hope we may do some good work this year.

Yours truly,

ELMA KLUTTZ.

(Second year high school pupil.)

The Letter of a Fourth Grade Pupil

The following letter was written by a fourth grade pupil, age 9, and was presented for inspection at the county association.

West Durham, N. C., October 4, 1916.

Supt. C. W. Massey,
Durham, N. C.

Dear Sir:

Mr. W. A. Erwin has given fifty dollars for the playground. They might have some sea-saws on the playground.

Three new rooms have been added to the West Durham schools. Miss Carrie Hammett and Miss White and Miss Jones are going to move into the rooms.

Very truly yours,

ROY RICE.

Current Events.

The third part of the club work, the discussion of current events, was represented by a paper on "The Presidential Campaign," by Miss Eunice Jones of the B. fifth grade and by two minutes' report on current events by the various teachers of the school. As each item was reported, the principal or some other teacher suggested how it might be used to enliven the work of the different grades.

The Presidential Campaign.

The history of presidential elections began with the Convention of 1787. The Federal Convention found it a difficult matter to provide a single-headed executive which should be free from control by congress. For weeks the idea of an executive council was discussed; then the convention declared for an election by congress, and at last it decided for a single executive, chosen by indirect popular election.

The presidency has in a century changed from what the convention had in mind. The growth of the republic has thrown new responsibility upon the president.

From 1789 to the present time there have been twenty-eight presidents of the United States. Washington, from 1789 to 1797, made the first series of appointments, established the first relations with congress, inaugurated a foreign policy, and began the use of the veto power. The people had so much confidence in the president that he carried through nearly every policy which he publicly advocated.

In the Federal Convention many suggestions were made as to the election of the president—that he should be chosen by congress, by the people at large, by the senate, by electors. Eventually, the method of choosing by electors, although almost unknown in the States, was chosen, because every other method was more inconvenient. By a direct popular election, large majorities concentrated in a few States might bring in a president who was unpopular in most of the country; an election by congress would almost certainly mean such previous pledges by the successful candidate as would have him at the mercy of the legislative department.

The method of choice by electors has some difficulties. For many years electors in some States were chosen by the legislature—as late as 1876 by the legisla-

ture of Colorado. But ever since 1792 it was more common to choose them by popular vote. The method at present, however, is that all the electors from a particular State shall be chosen together by a plurality vote.

From 1870 to 1894 there was a system of proteting the polls by federal inspectors. At present the conduct of presidential elections is left wholly to the State authorities. In early times the choice of electors did not necessarily come on the same day throughout the country, but in 1845 congrss prescribed the Tuesday after the first Monday in November.

The original thought was that the electors would act irrespective of party, but in the third election of 1796 it was understood beforehand that the Federalists electors would vote for Adams and the Republican-Democratic electors for Jefferson.

If there is no majority of all the electoral votes, the president is elected by another method. The constitution provides that the house of representatives shall elect one from the three highest on the list, the majority of members from each State taken together casting one vote. This method has been used only twice and both times it led to srious trouble.

In the election of 1800 the Republican-Democrats intended that Jefferson should lead, and that Aaron Burr with the next highest vote should become vice-president. Each, however, had 73 votes, and there was no constitutional election. With difficulty Jefferson was at last elected by the house in 1801. Under the twelfth constitutional amendment, which was at once introduced, and in 1804 became part of the constitution, the president and vice-president are now voted for separately. The other house-election was in 1824 when out of the three candidates—Jackson, Adams and Crawford—Adams was chosen by the house voting by States.

A third method of becoming president is through the death or inability of the president, when the vice-president assumes the office. Five times this has come to pass. (Then followed a brief survey of the present campaign.)

COMMUNITY INTEREST.

The following is a composition by a high school pupil on a subject of community interest suggested by the morning discussion of current events.

What Durham is Doing to Get Pure Milk.

Malcom Hix, age 14.

The Literary Digest for September the twenty-third published an article on pure and impure milk. It said that the best milk was that which was milked into clean buckets, from clean cows and in clean stables. According to this article, the diseases contracted from impure milk are scarlet fever, sore throat, tuberculosis, typhoid and diphtheria. As a result of this discussion, our class became interested and consulted different authorities of the city as to what was being done in Durham and the suburbs for a pure milk supply.

The pure milk laws for Durham and Durham County, are: No person can sell milk without a permit, and when this is received a license sign must be put on the wagon; all milk and stables must be open for inspection, and no person shall interfere with inspector while in discharge of his duty. Milk must be up to a standard; skimmed milk shall not be sold in cafes or restaurants; "pasteurized milk" shall be plainly marked on the bottle, and all utensils used in pasturizing must be properly cleaned. The milk must be delivered in not less than twenty-four hours after pasteurization. Bottles must be cleansed before returned to the dairy; milk must be kept in tightly closed bottles; no bottle caps may be sold unless they are in sealed packages and

no caps may be sold in bulk; all dairy animals must be inspected for tuberculosis; the floors must be cement, and there must be a separate stall for each cow. All ice boxes, refrigerators and drying racks must be kept clean; attendants must be dressed in white.

As a result of these laws the doctor comes daily to the Welfare Club in West Durham and prescribes the milk for babies kept there. Miss Bishop, of the Watts Hospital, goes over daily and prepares the milk. Some babies need milk and water, others milk and lime water, and some need whey. To make the whey, heat the milk to a 100 d. F. and then add pepsin which causes the white of the milk to collect; this is skimmed and thrown away, while that which remains, the whey, is fed to the babies.

We have an inspector for Durham and Durham County, and it is his duty to condemn the cows, stables, and everything that is not up to standard.

THE RURAL SCHOOL TERM MUST BE LENGTHENED.

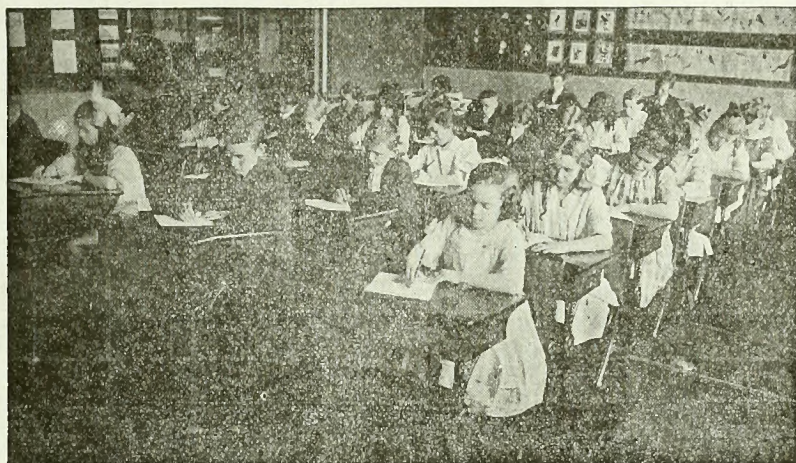
By J. L. McBrien, School Extension Agent.

In the Education Special of the "Progressive Farmer" for June 24, 1916, the editor, Clarence Poe, presents one of the most fearless, logical, and eloquent pleas ever made for a longer school term for the rural children of the South. His appeal for a longer school term is of vital interest to the entire country. It is, therefore, submitted here in our nation-wide campaign for better rural schools. Mr. Poe declares:

"We must give the boys and girls of the rural South longer school terms—and we must do this no matter what it costs in time, effort or money. Not only is it true that in no other section of the United States are the people doing so little for their boys and girls as we are doing; not only is it true that probably no country in Christendom except Russia is doing so little for its boys and girls as we in the South are doing, but the shameful fact is that when the writer was in Japan, he found even that so-called heathen country aroused to the importance of education and giving its country boys and girls twice as long a term as we are giving ours—and with compulsory attendance.

"Simply to stir us up and shame us into action, we are reprinting the table prepared by the Russell Sage Foundation, showing the number of days schooling received by the average child in each State in 1910. We of the South have made gratifying progress since then, to be sure, but yet all too little. Your boys and girls, kind reader, your boys and girls here in North Carolina who were getting only 51 days average in 1910, South Carolina's with 50 days, Virginia's with 58, and Georgia's with 62—these boys and girls of ours must face the competition of boys and girls from Massachusetts who were getting 131 days average, from Ohio who were getting 113, from Illinois, who were getting 108, and from Washington who were getting 107, and so on down the line. Are you willing simply in order to save a few pennies to send **your** boys and girls out into life less well equipped than their competitors?

"Nor can we lay the flattering unction to our souls that in proportion to our means we of the South are doing as well as people of the other States are doing. We are not."



The Victor in use in the Penmanship Class of Miss Anna E. Hill,
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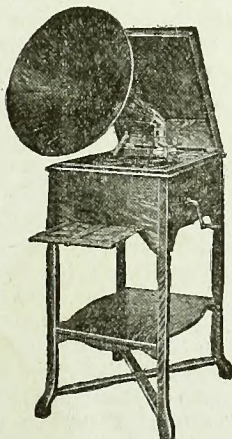
The teacher of penmanship consumed in counting much energy which should have been saved as a reserve force.

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Rhythm, through music, takes the place of the old-fashioned counting; it relieves nerve tension and monotony, develops uniform speed and accuracy, and brings into the recitation the all-important requisite of INTEREST.

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News and Comment About Books

NOTES AND COMMENT.

Once again: there are only about two dozen copies of Brooks's North Carolina Poems left, six of these in paper covers at 50 cents. The cloth copies are \$1.00. Send all orders to North Carolina Education, Raleigh, N. C.

¶ ¶ ¶

Several important periodicals have printed notices and reviews of "Woodrow Wilson as President," by E. C. Brooks (Row, Peterson & Company, Chicago). Notable among them is a favorable review, a column and a half in length, in the New York Times Book Review of Sunday, October 22.

¶ ¶ ¶

"Our Senses, and What They Mean to Us" is the title of a ten-volume series of books in popular science just announced by Moffat, Yard & Company, New York. These volumes are to be illustrated and will be uniformly bound, but will be sold separately at the price of \$1.00 net per volume. The Editor is Professor George Van Ness Dearborn, and ten or more specialists will be the contributing authors.

¶ ¶ ¶

No more felicitous introduction to the writings of John Muir could be made than through "The Boyhood of a Naturalist" recently published in the Riverside Literature Series. His account of life on a Wisconsin farm back in '49 reads like a story rather than an autobiography. The greatest value of the book, however, is Mr. Muir's wonderfully sensitive interpretation of the wild life about him. Unusual in his faculty for description, his narration becomes veritable nature-literature fascinating in its appeal to lovers of the out-of-doors.

¶ ¶ ¶

A feature of McCall's Magazine increasing in popularity is the department in English study conducted by Emma M. Bolenius. Readers of this section will be interested to know that Miss Bolenius is the author of "Teaching Literature in the Grammar Grades and High School," recently published by Houghton, Mifflin Company. The title of this book does not limit its use to teachers. Its purpose is to bring the reader

into an appreciation of the variety and beauty of the forms of literature. Study clubs are finding in it an exceptionally interesting course of work.

NEW BOOKS.

Poe's Helen. By Caroline Ticknor. Illustrated. Boards, cloth back. Price, \$1.50 net. Charles Scribner's Sons, New York.

The story of Poe's passionate wooing of Helen (Mrs. Sarah Helen Whitman) and of her brief engagement to him the year before his death has often been recounted but mainly with his own love-letters as a basis. In this book Mrs. Whitman's own story is given, a story untold until now. It is of distinct literary value and will prove intensely interesting to all lovers of Poe and of his "Helen," whose poetic work and romantic history are scarcely less interesting than those of Poe himself.

Talks on Talking. By Grenville Kleiser, formerly instructor in Public Speaking at Yale Divinity School, author of "How to Speak in Public," etc. Cloth, 156 pages. Price, 75 cents net. Funk & Wagnalls Company, New York.

A new volume just issued by an author already prolific in books on public speaking. Deals with conversation, salesmanship and public speaking, including preaching. Suggestive, stimulating, and directive rather than dogmatic. Fresh, bright, at times sparkling, in style; and all the way is as interesting as it is helpful.

How to Learn Easily: Practical Hints on Economical Study. By George Van Ness Dearborn, Instructor in Psychology and Education in the Sargent Normal School, Cambridge, etc. Cloth, 227 pages. Price, \$1.00. Little, Brown and Company, Boston.

This book is based upon psychology and brings the resources of that science into use for making the learning-process less arduous, more pleasant, and more productive. It is written for the youthful learner, but is so sound in scientific principle as to appeal with engaging force to the interest of maturer minds. Some chapter headings are: Economy in Study; Observation and the Taking of Notes; Educative Imagination; Is Your "Thinker in Order? and Examination-Preparedness. The more recent discoveries in the field of educational science are utilized in making the book fresh, interesting, practical and helpful.

The Question as a Factor in Teaching. By John William Hall, Professor of Elementary Education in the University of Cincinnati, and Alice Cynthia King Hall. With an Introduction by Frank Morton McMurry, Columbia University. Cloth, 189 pages. Price, \$1.25 net. Houghton, Mifflin Company, Boston.

"A good question must be based upon information . . . that the child has." So we read in the very first chapter and are pleased to find it there. Such questioning leads to readiness, aptness, and enthusiasm in self-expression. Some previous work and some degree of art in questioning is implied. A good question sets the child to using what has been acquired and is not invariably designed to ascertain whether the child has or has not gained certain knowledge. More than 160 pages of the book are devoted to the question in teaching stories, while less than one-sixth as many are given to other subjects, such as history, composition, manual training reading, and arithmetic—subjects important enough to deserve fuller treatment. Ten stories are studied, making a really valuable hand-book on the use of the question of teaching stories.

Daniel Defoe: How to Know Him. By William P. Trent, author of John Milton, A History of American Literature, etc. With portrait. Cloth, 329 pages. Price, \$1.25 net. Bobbs-Merrill Company, Indianapolis.

A story saturated with human interest clear through. The mass of readers who know Defoe at all, know him only as the author of Robinson Crusoe, and even the masterpiece overshadows its master! Yet, in this richly entertaining account of the man and his work, one learns that "quite certainly he was the most copious and versatile writer of his times," "the enormous range and number of his works will forever prevent the mass of mankind from fully appreciating his genius," that he was a master journalist, a sound economist, useful moralist, successful satirist, creditable historian, and that this 300-page account is based on a ten-years' study of Defoe's life and writings, the results of which are recorded in ten volumes still in manuscript! Selections illustrating the great variety of Defoe's interests and shedding light upon his character and many-sided career are woven into the narrative from his numerous pamphlets and other writings, making this volume significantly worthy of a high place in the series to which it belongs.

How to Live: Rules for Healthful Living Based on Modern Science. Authorized by and prepared in Collaboration with the Hygiene Refer-

ence Board of the Life Extension Institute, Inc. By Irving Fisher, Chairman, and Eugene Lyman Fisk, M. D., Director of Hygiene of the Institute. Eighth Review Edition. Cloth, 345 pages. Price, \$1.00 net. Funk & Wagnalls Company, New York.

A book that should be read and studied by every teacher; it gives the scientific principles and the basic reason for things pertaining to individual hygiene. Comprehensive, authoritative, instructive. Its purpose is the extension of human life not only in length, but also in breadth and depth." Individual hygiene is considered in its relation to (1) the preservation of health; (2) the improvement of the physical condition of the individual, and (3) the increase of his vitality. Get this book and see that its teachings get hold of you. It has gone through eight editions in less than a year. Ex-President Taft has written a foreword for it, and among the portraits of the Board of Life Extension Institute is that of our own Dr. W. S. Rankin, of the State Board of Health.

Lusby's Normal Question Book will prepare you for the examination and be of great service to you in teaching. Price postpaid only \$1.00. Teachers' Supply Co., Grayson, Ky.

"BOYS."

The surest way to train a boy is to appeal to his imagination, to make him see what you are trying to do, and to gain his co-operation. Without him as an interested ally you will be balked at every turn. It works wonders to let a boy have a voice in his own punishment, he may have valuable suggestions as to what kind of punishment he thinks would best help him to overcome his faults.

We often hear it said that "the child deserves" thus and so. After all, has what the child deserves really anything to do with the end we are working for? Just study the question a moment, and I think you will agree with me that what he deserves is quite beside the mark. What is our goal? Not finding proper punishment for the boy's faults, but the right incentive to good conduct and the surest paths to the attainment of high moral character.

The best kind of punishment is one which exacts moral, not physical, payment for a fault. "Doing" something to a child cannot possibly have the same constructive results as, for instance, a fine or the deprivation of a pleasure.

Nothing will "get" a boy quicker than to be told quietly to leave his skates on mother's desk for the afternoon, or to recall the invitation given

his chum for a coveted Saturday afternoon together. There are many little ways to gain the boy by an appeal to his moral rather than his physical self, and ways that leave the atmosphere between parent and child unclouded by the wave of hot passion in both, which is pretty sure to follow a "thrashing."

Has your boy got plenty to do? To give a child nothing to do and to expect him to be good is cruel. To play with the children is just as vital and necessary as to study with them or discipline them, and play builds character in parents as well as in children.—Mrs. Burton Chance in the October Mother's Magazine.

Opening Exercises 60c; one dozen, song books 60c; Lusby's Question Book \$1. Each sent on receipt of price. Entire lot, \$2. Teachers' Supply Co., Grayson, Ky.

To Grow Physically Perfect Boys and Girls.

"What we need in this State," said Dr. B. H. Greenwood, of Waynesville, recently, "is not so much how to raise fine pigs and cows, apples and pumpkins, but physical men and women. At the various fairs," said he, "you find premiums offered for the finest horse, mule, calf, chicken, and for the best corn, wheat, peas and potatoes, in fact for everything that a man can raise except his children.

"We have too long neglected the animal called man," says Dr. Greenwood. "In my own country we raise fine horses, cows and pigs and get premiums on them, but little or no attention is given to raising the best physically of human beings. And

this is not true of my county alone, but of the whole State. There is no society, club or organization in the State, with the probable exception of the Better Babies' Contest, that has for its purpose the growing of fine physical manhood and womanhood. No organization offers a premium for the strongest man, the most perfect woman, the healthiest boy, and it's no wonder," says Dr. Greenwood, "that there are so many hollow-chested boys and girls, anaemic children and deficient men and women in the world today.

"People's attention has never been called to the importance of raising physically perfect boys and girls. There are no charts nor exhibits, no instructions nor information given the people as to what constitutes a perfect man or woman from a physical standpoint. Yet we are taught all about how to raise pigs, cows, and chickens. I want to live to see the day," says Dr. Greenwood, "when perfect boys and girls will be raised with as much pride as other animals."

WHAT TO LEARN.

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Learn to attend strictly to your own business—a very important point.

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State School News

SCHOOL NEWS.

The city schools of Washington have added military training and it is thought there will be three companies of students.

The illiteracy of Caldwell County has been reduced fifty per cent according to the estimate of Secretary W. C. Crosby, of the Community Service Bureau.

The Mooresville schools had to close in October for ten days on account of an epidemic of diphtheria. During that time children under twelve years of age were debarred from the movies and other public gatherings.

The county health officer will, in the near future, visit all the schools of Durham County, examine the premises, inside and outside the buildings; and grade the same. These grades will be given to the public through the newspapers of the county.

The Colored Teachers' Institute in session at St. Augustine, Raleigh, during October, enrolled 94 teachers. Instruction was given in the usual public school studies and in domestic science, the household arts, handicraft and bench work.

A movement was started for a new athletic field at Wake Forest College, when Dr. Hubert Royster, of Raleigh, an alumnus of the college, appeared before the student body and spoke on the value of athletics to a college, and outlined a plan to raise funds.

The city aldermen of Salisbury have awarded the contracts for the building of two new school houses, one in the west ward and one on North Main Street. These schools are to take care of the increase of pupils on account of the growth of the town and the extension of the limits. The building and heating plants are to cost \$42,000.

The Belmont school, in Gaston County, is preparing to get into its new building by the first of the year. This splendid new building of red brick, trimmed with granite, crowns the summit of a ridge, where it may be easily seen from the town and from many points for miles around. It will have modern equipment, including telephones, drinking fountains, play rooms, domestic science department, rest rooms, and modern heating and ventilating systems.

In 1892 Trinity College was moved from Randolph County to Durham. This year, therefore, closes the twenty-fifth year of the institution's location in Durham. It has made such remarkable progress that the year will close with a great celebration. It is also the purpose of the Alumni to raise \$35,000 with which to build next fall a new gymnasium.

The High School Debating Query Has Been Announced.

The High School Debating union of North Carolina has just announced through its secretary, E. R. Rankin, the query for discussion among the high schools this year and the conditions governing the contest. The query reads as follows: "Resolved, That the Federal Government Should Own and Operate the Railways." A bulletin of 60 or 70 pages containing outlines and arguments on both sides will be sent free of charge to all schools which are members of the union.

Government Positions for Teachers.

All teachers should try the U. S. Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1200 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. J. 228, Rochester N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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Similar courses will be given during the second term, February 10 to March 21.

Students interested in the above courses or in other lines of study for teachers should write for the **special bulletin** on this subject to be issued **December 1**.

The Winter Quarter extends from January 2 to March 21; the Spring Quarter from March 22 to June 12; and the Summer Quarter from June 14 to August 31 (the first term from June 14 to July 20, the second term from July 21 to August 31.)

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(3) Post a list of students who haven't been tardy or missed a day for a week; for a month; two months; three months; and so on through the whole school year. Also have your local newspaper print these lists monthly.

(4) Have "tripping" in your spelling classes, organize a debating society also, and arrange for a series of spelling matches and debates with neighboring schools, getting the parents to attend.

(5) Give out cards each month to students who have been on time each morning, who have not missed a day, who have given good deportment, and who have made above a certain standard average grade. For example: "This is to certify that James Brown has not been absent or tardy during the month of October, that he has given good deportment, and has made an average grade of 90."

(6) Devote each Friday afternoon to recitations, songs, debates, exhibits, etc., giving nominal prizes to the boys and girls who do best. Invite the patrons of the school to attend these exercises once each month and try to develop their interest.

(7) See the local merchants near your school and get them to give prizes. They will be glad to do so in most cases.—The Progressive Farmer.

Davidson's New Gymnasium.

Owing to the rise in price of building material and cost of labor the committee in charge of the building of the new gymnasium for Davidson College is facing a difficult problem. There was recently added \$100,000 to the funds of the college, and it was agreed that \$25,000 should be

used in erecting a new gymnasium provided with a swimming pool. It is now apparent that \$5,000 more will be required to do this. The case has been presented to the students and they have been asked to decide whether the gymnasium shall be reduced in size and the swimming pool provided, or a building be erected large enough to serve 500 students and the swimming pool be left until funds are more available.

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SCARLET FEVER DANGER.

State Board of Health Emphasizes the Seriousness of the Disease.

The prevalence of scarlet fever in the State, which has caused the closing of the schools in some places, has prompted the State Board of Health to issue a statement in which it is asserted that every case of scarlet fever is evidence of negligence on the part of some one in caring for a previous case. The board further emphasizes the seriousness of the disease.

"There were nearly twice as many deaths in 1915 from this disease in North Carolina as from infantile paralysis—that is, reported cases," says the board's statement. "The great majority of fatalities from scarlet fever are reported as nephritis (Bright's disease).

"Scarlet fever is always serious. Even when a little patient recovers from an attack of the disease itself, the complications which often follow may cause lasting damage to different parts of the body. Some of the worst forms of deafness result from an attack of scarlet fever. Many serious cases of heart disease result directly from an attack of scarlet fever. The kidney complications are frequent and, besides doing permanent damage, cause death in a large percentage of cases.

"Every case of scarlet fever is evidence of negligence on the part of some one in caring for a previous case, because the only known source of the disease is a scarlet fever patient, from whom the germ passes in some way and again sets up an attack in a susceptible person.

"One of the most important things for people to know about scarlet fever is that even the mild cases are exceedingly dangerous. Often a mild attack is followed by some fatal complication. This is especially true of that involving the kidneys.

"Remember that not only is the disease always dangerous, but easily given to others. A child not sick enough to go to bed may give the disease to another in fatal form."

Primary Teachers of East Durham Organize.

By Miss Louise Henry, Secretary.

The primary teachers of the East Durham school held a meeting Thursday afternoon for the purpose of organizing a Primary Club. Miss Verd Wilson was elected president and Miss Louise Henry secretary. A short discussion was held concerning the work to be done in connection with Mrs. Robinson. The purpose of the club is to plan an outline course of study for the first, second and third grades, also to classify the stories, songs, etc., to be taught in each of these grades. Each subject is to be

taken up separately, special stress is to be laid on reading and language for the first half of the year. Every day problems in teaching are to be discussed also. The club hopes to have other primary teachers to meet with it from time to time.

It was decided to have a meeting of the Primary Club on the first and third Wednesday afternoons of every month. A special program will be planned for each meeting.

The members are: Mrs. D. M. Herndon, Mrs. Lola Horton, Mrs. D. W. Sorrell, Mrs. Grace May, Miss Bettie Barbee, Miss Louise Henry and Miss Verd Wilson.

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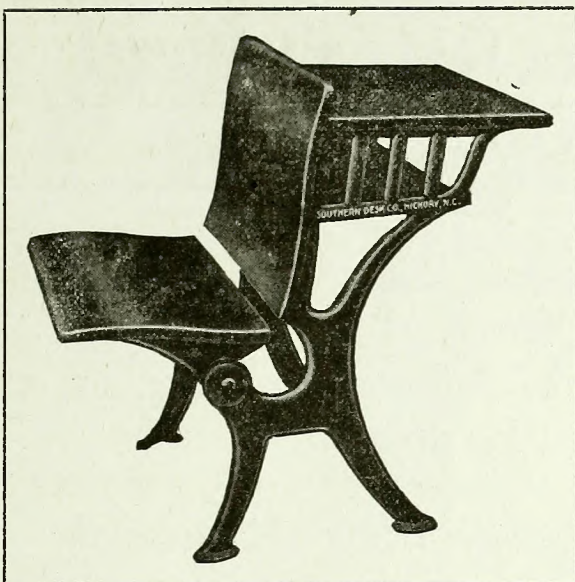
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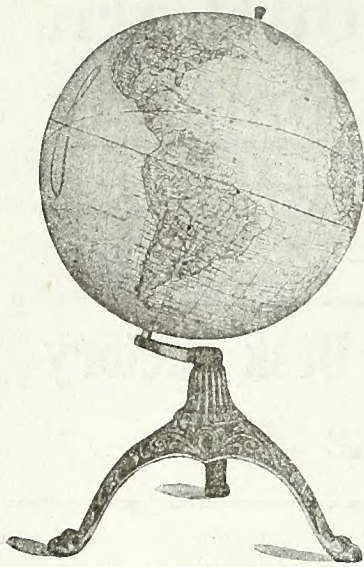
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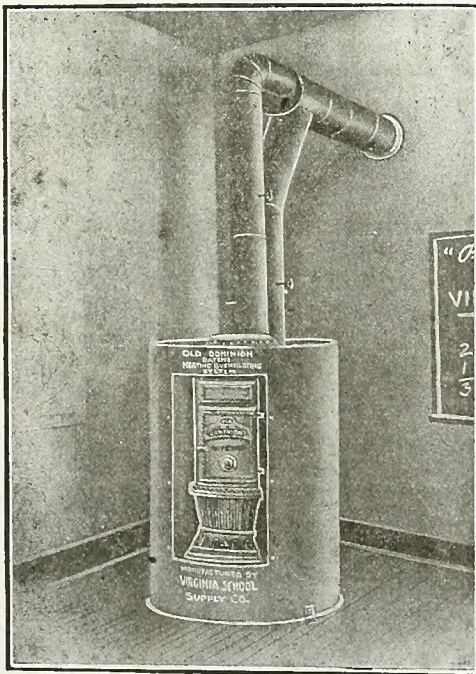


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Vol. XI. No. 4.

RALEIGH, N. C., DECEMBER, 1916.

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That costs the least and does the most, is just a pleasant smile;
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NORTH CAROLINA EDUCATION

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NORTH CAROLINA TEACHERS' ASSEMBLY---THIRTY-THIRD SESSION

By E. C. Brooks.

The program of the Teachers' Assembly as published in the November Education was carried out in detail, and since all the papers and addresses will be published in the proceedings, the purpose of this article is to give a general survey. In the first place, it was conceded by all whom the writer heard to discuss the Assembly, that it was the most successful teachers' association ever held in the State. Over two thousand teachers and school officials were in attendance. There was no knocking or kicking; everybody was in a good humor; and although the discussions were exceedingly warm at times, the conclusion left no stings or wounds to fester and cause annoyance. This is not written to gloss over any rough spots that appeared here and there. But this fact was commented upon, perhaps, more than any other single one, that the final outcome of every heated discussion was attended with a degree of good humor that has not been so noticeable in the past. This seems to be an evidence that the members of the Assembly have become accustomed to participating in deliberative bodies, to reply to arguments without previous notice, to speak with measured words and to the point; therefore, they can disagree without appearing to be taking all opposition as a personal attack. There is nothing so destructive to progress in a general assembly as the position of a speaker who reads or speaks an argument with the assurance that the final word has been spoken and anything else is a reflection upon his intelligence. The absence of this type was so noticeable as to be a subject of universal comment.

In the Hotel Lobbies.

A walk through the hotel lobbies was sufficient. A stranger needed no further evidence that it was a teachers' assembly. "In my high-school I have—" And then, "If I could get a sixth grade teacher that would—" But this is just the beginning. "We must take the election of officers out of the hands of the district committees or we must—" Then a touch on the shoulder: "I want you to meet the chairman of my school board," and before his measure could be taken the inevitable appeared: "What's going on, what's going on? Who are you fellows (sic) running for president?" But we are not yet half way across the lobby. Two people are talking in a low tone. "Don't you think there's danger in Joyner's bill? Ye'd better go slow." And he shakes his head as a solemn warning. The doors open and it seems that about half of North Carolina is trying to squeeze through, all at the same time, and each one with his goods, chattels and personal effects in his hand. The mountains and the sea coast came together. But the talk continues. "I don't believe the legislature will—" Whether it would or not. "What do you do when your board turns down one of your—" That did not matter much. But "I hear that (calling a certain superintendent's name) will have to move on at the end of this year." A surprise. "Is that so?" By this time I had reached

the other side of the lobby. "How are you? Say? Can you tell me where I can get a good seventh grade—?" And before an answer in the negative could be given attention was directed to this, "Now, that certification bill—but wait and hear me through—don't you think a survey by a commission—?" But who could wait and hear? "Look there! Who's that feller with the glasses? He's guilty." And then—"I wonder if the speeches to-night will be long drawn out!" The liberty of the lobby is wonderful. Each individual was the personification of a kingdom. "Say! What are you colleges going to do about—" But what could we colleges do about it? It was perpetual motion, or in other words, a General Assembly just after dinner. And such was the teachers' assembly in the hotel lobbies.

The General Sessions.

The first general session was called to order at 5 o'clock Wednesday afternoon by President Robert H. Wright. This was a business meeting provided by the constitution for the purpose of hearing the proposed amendments to the constitution and announcing the important committees. Only a few minutes were consumed and the meeting adjourned. The two amendments offered proposed to make the retiring president of this Assembly a member of the Executive Committee for a term of one year following his service as president, and authorized the executive committee to discontinue any department of the Assembly when it seems advisable. Both amendments were adopted later.

The evening session was the first general session of interest to all teachers; and it was a large congregation that faced the president. The teachers were welcomed by President W. C. Riddick, of the A. & M. College, in a few words that pleased the audience. The response by Superintendent H. B. Smith was well timed and as well executed. He reminded the teachers that Joel Lane deeded the streets of Raleigh to the State of North Carolina, and if the hotels and boarding houses were overrun the teachers might go home. That is, to the streets. These two gentlemen set a standard for brevity for all who may come after them. After all, why should the Welcomer and the Responder consume the half of an evening dispensing blarney. These did not, and they won genuine applause.

The feature of the evening was the address of Dr. W. C. Bagley, of the University of Illinois. He was already well known to the teachers through his books, and they had an interest in what he might say. His theme was "The Outcomes of Teaching."

"I shall be dogmatic here," he said in the outset. "I shall say bluntly that the only outcome of teaching that merits consideration is one that affects conduct or behavior of those we teach. If the students who come to my classes conduct themselves no more efficiently after they have left my instruction than they would have had they never come under my in-

struction, then my work as a teacher has been a failure."

He classified the outcomes of teaching, the controls of conduct, as he styled them into four groups: Habits, facts and principles, ideals, prejudices and mental attitudes.

Habits, he said, may be measured, and there may be no making of excuses or of shifting the burden of responsibility.

Facts and principles may be taught. But the large problem is "to make knowledge dynamic." But it is considerably more difficult to measure these results.

The third group of conduct controls is ideals, which the speaker characterized as "prime controls of conduct." But who can measure ideals and visions and dreams that have such a potent influence upon human conduct?

The fourth group of conduct controls embraces prejudices and mental attitudes. The speaker's illustration of the woman in the jewelry store was to the point. A diamond necklace was before her. Did she wish to take it? Detection would be impossible. What would be her mental attitude? What would you do under similar circumstances?

The address will appear in the Assembly proceedings and should be read by every teacher. It was one of the features of the Assembly, and, by all odds, the best address that Dr. Bagley delivered.

At twelve o'clock, Thursday, fully three thousand people were in the City Auditorium for the Thanksgiving sermon which was delivered by Dr. A. A. McGeachy, pastor Second Presbyterian Church, Charlotte. "What Manner of Child Shall This Be?" was his text; and at the conclusion of a very forceful sermon, he came around to the old, old answer, but one that is so often forgotten, that the character of the child is made by the character of the teacher.

The President's Night.

Thursday evening is always set apart as the President's Night. The president shapes the program and his address is looked upon as the key-note speech of the Assembly. Standardization was the theme of the Assembly and the theme of President Wright's address. "Almost half of the money spent for public education is without the jurisdiction of the State Department of Education" and he pleaded for a better supervision of all public education.

"There must be a law for uniform gradation and certification of teachers in North Carolina and the next General Assembly will not do its duty by the children of the State if it fails to put such a law on the statute books, for anything short of this will fail to give us a system of public education for the children of our State."

The speaker declared for the complete removal of the public schools from the realm of partisan politics and characterized election of county superintendents by the people through political parties as the "worst thing that could happen for public education in North Carolina."

He advocated the appointment of a commission by the Legislature to make a complete investigation into the educational needs of the State in the interest of more progressive legislation.

Later, the Assembly unanimously instructed the legislative committee to press the need for such a commission before the next General Assembly.

Dr. Thomas H. Briggs, Jr., of Columbia Univer-

sity, but a product of Raleigh and Wake Forest College, disscussed "The Vision of a New Education" in a manner both pleasing and convincing. This idea especially was well supported:

"With amazing, and oftentimes embarrassing rapidity, we are tending actually toward the condition so often and eloquently presented as ideal, the condition of having in the school until at least the age of sixteen, the children of all the people. It is certain we should not attempt to make professional men and women of the six hundred thousand boys and girls who are annually entering our secondary schools. And it is reasonable to hold that a training that may be good for those worthy the professions is certainly not the best for those with other destinies.

"Despite these charges," he continued, "in the constitution of our secondary schools, we continue to teach Latin, literature, science and mathematics as if we had some reasonable expectation of making scholars of every pupil. It is no attack on these subjects to say that as at present taught they are making a minimum contribution to the welfare of our land."

A Unique Feat.

The evening closed with an address by Dr. P. Y. Dykema, of the University of Wisconsin, on "Music for Every Man." The speaker was not permitted to stand before his audience until about 11 o'clock—a very acceptable hour for a dance, but an unpropitious moment for a man with an undelivered message. Of course, the audience was leaving. But the speaker had both courage and optimism. He actually began to talk about music, and near twelve o'clock the remnant was listening. He abused this country for having such a crude appreciation of real music, and then he turned teacher, and had old men, or I should say, mature men, like Superintendent Alexander Graham singing the songs of Zion in a strange audience. But they all sang. Dr. Dykema is a wizard. He spread his hands out over the audience, and presto, change! Life returned, superintendents who had been in the habit of going to bed at early candle light rubbed their eyes and sleep vanished; the refugees began to return, and the last number on the program was so refreshing that young and old who had almost forgotten how to follow the accompaniment of the organ at Sunday-school felt a strange noise within them and they looked guilty. They were actually singing.

Most adults, said Dr. Dykema, "have no better taste and no higher desires in this matter than we find in an ordinary, well developed child of ten years.

"If you want proof of this," he added, "consider the programs that are played at most band concerts, at most popular orchestral programs in the vaudeville and music comedy theatres and the types of songs that are found in music stores and department houses; and finally the sales of the phonograph and the piano-player records. A large proportion of the adults have just about the same tastes as a noisy boy of ten displays. We are fond of saying that children of this age are little more than well developed savages, and we are not very far from the truth when we say that is what the usual American audience is."

The Governor's Night.

Did the attendance of teachers on Friday night justify the program of that night? I am merely

asking the question, and it is a question that the Executive Committee might consider next year. How many teachers remained? Wasn't the audience composed largely of Raleigh people?

Three governors in a talking match was unquestionably a great attraction. It was really too much to hope for—Governor Brumbaugh, of Pennsylvania; Governor Craig and Governor-Elect Bickett. If all three had responded, and the way had been clear, and the audience had remained, violence would have been done the program, for it was announced that the final session would close on Friday evening. But why should a third man be asked to speak after supper unless he can sing! Of course, neither Governor Craig nor Governor-Elect Bickett thought about the hour he would be likely to appear on the program. Therefore, this could not be the reason for the absence of both. But wouldn't it be a legitimate excuse? Governor Craig was in Johns Hopkins Hospital and Governor-Elect Bickett was sick with rheumatism.

However, Friday night was Governor's night. Lieutenant-Governor-Elect O. Max Gardner is good enough to be either a school teacher or a governor. He looks like either one. With only a few moments' notice, just time enough to change his mind, he did the honors for both absentees and presented the speaker of the evening in such words that the audience would have been satisfied if he had continued. But Governor Martin G. Brumbaugh sustained his reputation, which is good. His address carried enthusiasm to his audience; and the teachers, after a strenuous session, were happy.

Special Features.

The college Get-Together-Dinners were a success. Trinity College had its dinner on Thursday evening, and the others, on Friday evening, were Wake Forest, the University, A. and M. College, East Carolina Training School, The Normal and Industrial College, and George Peabody College for Teachers.

Gustav Hagedorn, of Raleigh, was awarded the Shirley Memorial Cup for the best musical composition of the year by a North Carolinian at the meeting of the Teachers' Assembly at the auditorium Thursday evening. Mr. Hagedorn's composition, a quartet selection, "Dark Was the Night," won out over forty-nine other contestants. R. Blinn Owen was a close second. The judges were Miss Charlotte Reugger, Carlyle Floris and Conrad Lahser. The cup, which is given for the first time this year by H. A. Shirley, dean of music of Salem College and a former president of the North Carolina Teachers' Assembly was presented to Mr. Hagedorn following the address of Dr. P. Y. Dykema of the University of Wisconsin.

The Department Meetings.

Two departments met on Wednesday morning. The county superintendents and the State high school principals. They were convened separately but later met jointly. Ninety-five, of the one hundred, county superintendents and twenty-eight members of County Boards of Education were in attendance. The presence of the members of the county boards is another evidence of the increasing interest in public education. The work of the county supervisors, the need for more supervisors and the place of the high school in the county system were discussed. But all roads led to the examination, gradation, and certification of teachers. Dr. W. C.

Bagley spoke later on school architecture, but the superintendents could not help it, they had to discuss examination, gradation, and certification, and the subject was passed up to the business meeting. There was, however, one subject that is bound to come up sometime, the merits and demerits of the township and district committeemen. This came near sharing honors with examination, gradation and certification.

The city superintendents met Thursday morning. Just cast your eyes in the direction of these subjects: Standards for the Superintendent, Educational and Professional Qualification of Teachers, Teacher-Training, Tests and Experiments. The discussion did not reach thirdly before the whole body of superintendents had plunged far above the solar plexus, yea, even up to the protruding frontal bone, into the stormy gulf of uniform gradation and certification of teachers, and in despair some anxious seeker of the truth exclaimed, "Tell me, who invented those two words 'gradation' and 'certification, anyway?'" And the subject was passed up to the business meeting. There were other good papers, to be sure. But I am now following the trail up to the business meeting. Each reader can study over these papers when the proceedings are published.

There was the usual effort to compare teachers to horse doctors, pill rollers, etc. Therefore—but what's the use? It is the same old argument. Brethren, there are several million dollars spent annually on public education. There are two million people patronizing directly or indirectly the institutions supported by these funds. There are several thousand teachers who take the money, teach the children, and affect the homes of these two million people who pay the taxes. Where then should responsibility be placed; in whom should power be lodged? Think on these things and then don't compare the teacher to the horse doctor and the pill roller.

The primary teachers had a good program. Miss Anna Brockhausen, Supervisor of Elementary Grades, Indianapolis, Indiana, was the guest of this association and her assistance increased the value of the work of this association. The grammar grade teachers and principals discussed professional qualification of teachers, but this threw the speakers into the middle of that wide and winding road that leads to gradation and certification. However, grammar grade problems and art in the work of the school preserved its equilibrium.

The Business Meeting.

It was the final business meeting on Friday that was staged so as to bring out the partisans in the Assembly and politicians of the State who were in Raleigh. So many things were predicted! The younger and even some of the older men of the Assembly became excited. In the first place they were going to vote down the report of the nominating committee. But they didn't. Of course there was some public speaking. Potash said of Purlmutter, "he vill argue," and so will the teacher. Then they said the report of the legislative committee which had prepared a bill for the examination, gradation, and certification of teachers would either be voted down or so mutilated that even its fathers and mothers would not recognize the composite child. But they didn't. Of course there was some more public speaking, but they adopted the general idea and left it to a committee to put it in final shape for the

General Assembly. Then they adopted some resolutions and adjourned in such a fine humor, that you would think they had all come from the last session of a Methodist Conference. It should be added, however, that every one had been given full opportunity to get all the talk out of his or her (chiefly his) system, and everybody was happy.

The Officers-Elect of the Assembly.

A. T. Allen, of Salisbury, President.
N. W. Walker, of Chapel Hill, Vice-President.
E. E. Sams, of Raleigh, Secretary.
D. F. Giles, of Raleigh; and J. D. Everett, of Waynesville, members of the Executive Committee.

Department Officers.

Association of Teachers of Higher Education—J. H. Highsmith, of Wake Forest College, President; F. P. Hobgood, of Oxford, Vice-President; W. C. Jackson, of Greensboro, Secretary.

Association of Primary Teachers—Mrs. M. C. Gariessen, Goldsboro, president; Miss Eleanor Husk, Fayetteville, vice-president; Miss Ethel Terrell, Asheville, secretary; Miss Mamie Griffin, Greenville, treasurer.

Association of Grammar Grade Teachers—Mrs. C. P. Blalock, Fuquay, president; Miss Florence Fitzgerald, Rocky Mount, first vice-president; Miss Margaret Ware, Asheville, second vice president; Miss Ida Etheridge, Kinston, third vice-president; and Miss Maggie Holloway, Durham, secretary.

Association of City Superintendents—W. R. Mills, Louisburg, president; H. P. Harding, Charlotte, vice-president; Hoy Taylor, Greenville, secretary.

Association of High School Teachers and Principals—J. P. Henson, Dallas, president; M. B. Dry, Cary, vice-president; Miss Laura Jones, Franklin, secretary and treasurer.

Association of City High School Teachers and

Principals—C. C. Haworth, Wilson, president; Miss Minnie Lou Kelly, Washington, vice-president; Miss Ivah Bagby, Asheville, secretary.

Association of Music Teachers—Miss Chelian Pixley, Hendersonville, president; Mr. Conrad Lasher, Greensboro, vice-president; Mrs. W. J. Ferrell, Raleigh, secretary.

Officers of the District Association of County Superintendents.

North East District:

President—W. G. Gaither.

Vice-President—P. J. Long.

Secretary—W. G. Privette.

Place of meeting: Manteo. Time: Between August 10 and 30.

South East District Association:

President—B. T. McBryde.

Vice-President—L. L. Matthews.

Secretary—J. E. Debnam.

Place of meeting: Lumberton. Time: September 12.

East Central District Association:

President—J. F. Webb.

Secretary—E. F. Giles.

Place of meeting: Sanford. Time: Not later than first week in September.

West Central District Association:

President—F. P. Hall.

Vice-President—A. F. Sharpe.

Secretary: J. M. Cheek.

Place: Gastonia. Time: June 15.

Western District Association:

President—R. A. Sentell.

Secretary—T. C. Henderson.

Place of meeting: Asheville. Time: September 14.

ARE THE SCHOOL COMMITTEEMEN ACTIVE EDUCATIONAL FORCES?

By E. C. Brooks.

An attempt was made a few years ago to organize the district school committeemen into a live county organization for the improvement of education. But since that time little has been said on the subject. We are now asking this question seriously, can the school committeemen be organized into a live body of educational workers? In order to secure some light on the question I sent to all the county superintendents a return postal card asking for the following information:

1. Are the school committeemen of your county, as a rule, real active agents for the improvement of education in their respective districts?

2. Where they are indifferent, what in your opinion is the cause?

3. How often do you bring your committeemen together in a county meeting for the purpose of discussing educational problems with them?

4. What is the difficulty in the way of holding such a meeting three or four times a year?

5. Do you believe that one or two pages of **North Carolina Education** devoted to committeemen's duties would be helpful?

6. What should this department include?

The following counties replied promptly: Chowan, Wilson, Hertford, Pender, Forsyth, Yadkin,

Richmond, Craven, Washington, Duplin, Brunswick, Camden, Polk, Alamance, Moore, Bertie, Cabarrus, Green, Perquimans, Nash, Wake, Rockingham, Pitt, Chatham, Stokes, Beaufort, Harnett, New Hanover, Watauga, Yancey, Franklin, Surry, Ashe, Scotland, Durham, Pasquotank.

Thirty-six counties have reported to date. Nineteen said that the school committeemen are of no force in the educational work. They were emphatic in their answers. Fourteen said they had a few live committeemen, and three replied that the committeemen were as a rule active agents.

What, then, is the cause of this indifference on the part of the committeemen? Ten superintendents said it was due to ignorance of the committeemen's duties. The remainder said this cause must be found in isolation, jealousy, lack of community spirit, too many committeemen, too busy, poor schools, and too short term.

The answers to the third question are interesting. "How do you bring your committeemen together for the purpose of discussing educational problems with them?" Six made no attempt to assemble them, seventeen meet them once a year; six twice a year; one three times a year; and six tried to organize them and failed.

The fourth question asked for the difficulty in

the way of holding committeemen's meetings three or four times a year. Ten superintendents replied that it was too expensive on the part of the committeemen, that without some compensation they would not work, or they would lose too much time. Four said there is no difficulty in the way. While the remainder said that the difficulty would be found in "indifference," lack of responsibility, poor roads, great distance, and bad weather.

Chatham County Points the Way

Superintendent F. M. Williamson, of Chatham County, in answer to the above question said:

1. The committee will become active agents in the improvement of education.
2. They are indifferent chiefly because they do not know what their duties are.
3. The committeemen of Chatham County meet three times a year.
4. There is no difficulty in the way of holding at least three or four meetings a year.

These answers were accompanied by the following letter:

"In addition to the answers given on the enclosed card I will say that we have held one county meeting of our committeemen and since that meeting I have met with them in the different parts of the county and organized them into working groups. About the first of December we are going to hold another county meeting composed of delegates from these group meetings and any other committeemen who can come.

"We have found that these meetings are very helpful indeed. The committeemen's duty to his school has been the most important subject discussed at all these meetings. We must educate the committeemen as well as the teachers."

What Would Help the Committeemen.

Twenty-two county superintendents said unqualifiedly that two or more pages of **North Carolina Education** devoted to the duties of the committeemen would greatly aid them in performing their duties. However, two said nothing would aid them, because they are too busy with their own affairs to read, even if the paper should reach them. The suggestions offered as to what these pages should contain are interesting.

Four superintendents asked for a discussion of the "duties of committeemen"; three believe that committeemen would be interested in "plans for local improvement"; two thought we should stress "qualifications of Teachers;" two asked for "suggestions as to co-operation." One said he had "not studied their duties enough to answer." One asked for "suggestions as to what county superintendents can do to get the committeemen interested; and one asked for a discussion of these questions "education of teacher, co-operating with teacher, local taxation and etc."

Something That Can Be Done Now.

Mr. B. F. Montague, of the Raleigh School Board says:

What we need in North Carolina today, more perhaps than any other one thing in the school work, is an awakening of every school board in the State. We need to organize permanently every county in the State, into an association; and this organization ought to have a good, live, active president, a vice-president, a secretary and an executive committee,

and these ought to meet every active school month in the year. They ought to hear attractive and instructive public speakers, to advise and instruct them as to their duties. In addition to this, every school board in the State ought to be circularized; that is, a short, pointed, plain circular devoted to rural schools, ought to be issued by the State Department of Education, instructing our committeemen as to their duties, about such a circular as is issued by the State Board of Health each month. Most of the committeemen are good men and only need to be advised as to their duty in order to do it.

"After this is done—after each committeemen is served with notice as to his duty, you would find some of them ready to resign. Yes, many would resign. This weeding out, this elimination, would be followed by an infusion of new arterial blood, which would put new energy into the educational system of North Carolina.

Then again, there would come another system of elimination, or weeding out, and that would come about in this way: when your organization was perfected and every committeemen in the county was invited and urged to attend, you would find certain sluggish, inactive, inert persons, who take little or no interest in the great cause of public education, lagging behind, failing to attend these meetings, and then your county board ought to issue a letter to all such and say 'Gentlemen, since you are too busy to attend to the educational business of your county, which you have sworn to do, would it not be well for you to step down and out?' This system of elimination would rid your boards all over the county of such men as take little or no interest in the cause of public education. Such elimination would result in lasting good to the school children of our great State.

PROTECT THE TREE.

Dr. Henry Van Dyke says: "Do not rob or move a tree unless you really need what it has to give you. Let it stand and grow in virgin majesty, ungirdled, and unscarred, while the trunk becomes a firm pillar of the forest temple, and the branches spread abroad a refuge of bright green leaves for the birds of the air."

How to Plant a Tree.

The proper season for planting is not every where the same. When the planting is done in the spring, the right time is when the frost is out of the ground and before the budding begins.

The day to plant is almost as important as the season. Sunny, windy weather is to be avoided. Cool, damp days are the best. Trees cannot be thrust carelessly into a rough soil and then be expected to flourish. They should be planted in properly worked soil, well enrich. If they cannot be planted immediately after they are taken up, the first step is to prevent their roots drying out in the air. This may be done by piling fresh dirt deep about the roots or setting the roots in mud.

In planting they should be placed from 2 to 3 inches deeper than they stood originally. Fine soil should always be pressed firmly—not made hard—about the roots, and 2 inches of dry soil at the top should be left very loose to retain moisture.—From the Department of Agriculture.

THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

STORIES FOR THE HOLIDAYS

Mrs. R. E. Ranson, Southport, President.

With the coming of the long winter nights and the holiday periods of the year teachers and parents should take more interest in story telling. What more attractive sight is there in the world than a family gathered around the fire while one member reads or tells a story? Isn't there danger that we may get away from the old fireside corn popping? Moving pictures and other outside way of gathering for the story reading and the attractions are drawing the children from the homes at night. A greater interest in story telling ought to lend enchantment and charm to the home at night happy and contented. Why couldn't mothers have an entertainment at home each evening? It might consist of stories read from the Youth's Companion, or other story paper, and stories the children have heard at school or read from the textbooks and the story books in the school library. It seems that teachers should encourage home-story tellers' leagues, for children home at night means better prepared lessons and brighter and healthier children to teach.

The holiday period affords a wonderful opportunity for the teacher to use stories in connection with the school work. The children are always hungry for stories and more especially is this true when the holiday spirit is in the air. Before **North Carolina Education** reaches the readers Thanksgiving will have come and gone, and it is hoped that many of the teachers used the occasion to tell some of the good stories that have been written with Thanksgiving as the central theme. There are many stories of Christmas that will appeal to the teacher. The teacher who has access to the back numbers of the Ladies' Home Journal will find in the Christmas number of 1914 a story, "Mary of the Rockies" that is worth telling to the children. In chapter seven of Jean Mitchell's School is told how this teacher celebrate Christmas, and in the last few pages of this chapter the author makes Jean tell the children the story of the first Christmas. It seems that the teachers just before the school close for the holidays could spend some portion of the last school day—perhaps, the very last period of the day—in telling the story of Christmas as Jean Mitchell did to her school.

If the teachers will tell the children stories it will not be long until the children will want to tell the teachers and the school stories. It is surprising how well they will tell them, too. In a school where there are several grades it will be found that the little folks in the lower grades will be delighted, if they are permitted, to go to the higher grades for the purpose of telling stories. Reciting pieces, as has been the custom in the past, is worth while, but more worth while in story telling, for when the child tells a story he does not use words that he has memorized, but knowing the outline of the story, he must clothe it in his own language. It is interesting to tell a number of second or third

grade pupils a story and then ask them to go to one of the higher grades and tell the story. If teachers have never tried the plan, they are urged to make the experiment. Children delight in hearing a story, but there is a peculiar pleasure to a child, if he or she is allowed and encouraged to tell to some audience.

DECEMBER PROGRAM.

By Miss Mary E. Wells, Franklinton, N. C.

Section I.

Where Love is There God is Also. The King of the Golden River. The Bell of Atri. Dick Whittington and His Cats—all from Stories Children Need. Milton, Bradley Company.

Why Evergreen Trees Keep Their Leaves. The Discontented Pine Tree. The Sun and the Wind, all from First Book of Stories for the Story Teller. Houghton Mifflin Company.

A Carpenter Builds Shelter for Some Animals. Sheltering Wings, both from Tell It Again Stories. Ginn & Company.

Section II.

The Other Wise man and the First Christmas, The Blue Flower. Charles Scribner's Sons.

Little Piecola. The Stranger Child. Saint Christopher. The Wooden Shoes of Little Wolff. The Pine Tree. The Christmas Thorn of Galstonbury, all from Good Stories for Great Holidays. Houghton Mifflin Company.

The Robin's Christmas Song. A Christmas Tree for Cats, both from Stories Children Need.

The Fire Tree. A Christmas Legend. Santa Claus's Helpers. The Kitten That Wanted to be a Christmas Present, all from Tell It Again Stories.

A good Christmas play for primary children is "Christmas Eve", found in Little Plays for Little People. Ginn & Company.

Jean Mitchell's School, chapter seven, contains a story of Christmas.

POEMS FOR DECEMBER.

"Three good cheers for old December!"

Month of Christmas trees and toys,

Hanging up a million stockings,

For a million girls and boys.

O dear December, hurry on;

Oh, please—oh, please, come quick;

Bring snow so white,

Bring fires so bright,

And bring us good Saint Nick.

—Selected.

¶ ¶ ¶
Builders.

Little builders, build away!

Little builders, build today!

Build a temple pure and bright,

Build it up in deeds of light;

Lay the corner strong and deep,
Where the heart the truth shall keep;
Lay it with a builder's care,
For the temple resteth there. —Selected.

¶ ¶ ¶
If.

If Santa Clause wanted a helper
I know I could aid with his work;
I'd attend to the presents and candy
And never would loiter or shirk.
If he'd let me I'd harness the reindeer
And drive far over the snow;
If Santa Claus wanted a helper
I'd make a good one, I know!
—Primary Education.

¶ ¶ ¶
A Smile.

The thing that goes the farthest towards making
life worth while,
That costs the least and does the most, is just a
pleasant smile;
It's full of worth and goodness, too, with hearty
bent,
It's worth a million dollars and doesn't cost a
cent.

¶ ¶ ¶
A Santa Claus Speech.

A warnm, warm gretting to you I bring,
Though I come from a cold, cold land,
My reindeer traveled like the wind,
As I drove them four in hand.
My sleigh is full of Christmas gifts,
Which I bring for boys and girls,
There are sleds and footballs, skates and drums,
And books and dolls with curls.
I go to hundreds of places tonight,
I've much work, you see, to do;
But I know (insert here the name of your town)
children well,
And I've something here for you. (Opens pack.)
—American Primary Education.

Christmas in Sweden.

They tell a lovely story, in lands beyond the sea,
How the King of Glory lay on his mother's knee,
Before the prophet-princes came, bringing gifts in
hand,
The dumb beasts felt the miracle men could not
understand!

The gentle, patient donkey, and the ox that trod the
corn,
Knelt down beside the manger and knew that Christ
was born.
And so they say in Sweden, at twelve, each Christ-
mas night,
The dumb beasts kneel to worship and see the
Christmas light!

This fancy makes men kinder to creatures needing
care;
They give them Christmas greeting, and dainty
Christmas fare;
The cat and dog sup gayly, and a sheaf of golden
corn
Is raised above the roof-tree for the birds on Christ-
mas morn!

We do not live in Sweden, but we can feed the
birds,
And make dumb creatures happy by kindly deeds
and words.
No animal so humble, no creeping worm so small
But that the God who made us has made and loves
them all!
If we to them are cruel, like Christ we cannot be!
And this shall be our lesson from our dear Christmas
tree!

—From "Our Dumb Animals."

¶ ¶ ¶

A pretty good firm is Watch & Waite.
And another, Attit, Early & Late.
And still another is Doo & Dairret,
But the best is probably Grinn & Barrett.

School Room Methods and Devices.

SUGGESTIVE CORRELATIONS FOR DECEMBER.

By C. H. Lane, Chief Specialist in Agricultural Education, U. S. Department of Agriculture.

The purpose of the material given below is to suggest some ways and means by which teachers in the sixth to the eighth grades, inclusive, may utilize home projects in correlating agriculture and farm problems with the rural school work. It will be necessary for some teachers to adapt the work to their own particular needs and conditions.

Language Lessons.—For the younger pupils' conversations on corn and its uses, cottonseed and its by-products and uses, peanuts, peas, and the small grains and their uses should be engaged in. Oral and written narrations on visits to old-fashioned gins, water mills, and other out-of-date machinery should be required of the more advanced pupils. Written descriptions of old-fashioned looms, spinning wheels, mowing blades, etc., compared with

the modern machinery substituted for them should also be required.

Reading and Spelling.—The following selections are suggested for supplementary work this month: The First Snow Fall, Lowell; and The Origin of Roast Pig, Charles Lamb. For the younger pupils there are a number of interesting Mother Goose rhymes relating to agricultural subjects that may be used.

List and assign the new agricultural terms found in the correlation work as spelling exercises for this month. As examples of words that will appear the following are submitted: starch, meal, bread, flakes, oil, gin, wheel, machine.

Drawing.—During this month it will be profitable to engage the pupils in drawing all kinds of farm-crop seed and weed seeds and learning to recognize them at sight. It will be interesting to introduce colored crayons at this time to give each seed as nearly as possible its shade of color.

History.—It is suggested that during this month

the history of the methods of planting, cultivating, harvesting and marketing of the ordinary crops be studied. This study should tend to bring out the improvement that has been made in the various methods.

Geography.—During this month the study of geography should relate to the crops that are kept on the farm and those that are sold, the agricultural products that are bought by the community and the crops exchanged for them. The reason for the exchange of these crops should be noted, and the loss or gain to the community by the same. The means of exchanging crops should be studied, such as the manner of transportation and the commercial concerns engaged in buying and selling.

Arithmetic—for the younger pupils exercises in determining the number of eggs, pounds of butter, and gallons of milk produced at each home in the community and the value of the same during each week in December should be developed. For the more advanced pupils problems involving the following items of farm management should be developed and assigned: harvesting, preparing for market, the cost of marketing, the cost of feeding poultry flocks, the cost of feeding dairy cows, the value of their products, and the per cent profit or loss.

Excursions and Practical Work.—Excursions should be made with a view of making comparison of old and out-of-date and new farm machinery, gins, grain mills, etc.

During the month of December indoor exercises in studying and learning to identify seeds of plants and weeds, and learning to distinguish between good and bad seeds should be practiced.

CLOVER A GOOD SUBJECT FOR CHILDREN TO STUDY

The teachers of agriculture, says Prof. P. G. Holden, will find that no crop known to the farm can be more easily studied by children of all ages than sweet clover, sometimes known as bee clover. This plant grows in all localities and upon all kinds of soil. It is distinctly a road-side plant, being found in abundance along all highways. It is one of the greatest of leguminous plants and is familiar to nearly every child. Pupils may be asked to dig up (not pull) sweet clover plants and bring them to school on a certain day. The leaves, stems and roots could then be examined and studied. The lesson will be a valuable one in both agriculture and botany. The teacher should explain to the children the advantages and disadvantages of sweet clover. Both teacher and pupils will be interested in examining the roots for nodules which contain the nitrogen gathering bacteria and the story of how these nodules draw nitrogen from the air and give it back to the soil will be of much interest. The following points regarding the advantages and disadvantages of sweet clover could be used as topics for discussion and instruction: It is not a weed; like alfalfa it is rich in protein; will not bloat cattle or sheep; equal to alfalfa for pasture; is a great milk producer; furnishes early spring pasture; contains more protein than red clover; fits well in the crop rotation; is a great soil-enriching crop; better than any of the common clovers as a green manure crop; is a valuable plant for honey bees; prepares the soil for alfalfa; roots are soft and give no

trouble in plowing; roots being tender become inoculated more readily than alfalfa; never damages cultivated crops; its roots decay rapidly, adding much nitrogen and humus to the soil; grows and will produce a crop in all parts of the United States. seeds freely in both humid and dry sections; sweet clover prevents erosion; will grow under conditions where clover and alfalfa fail—on low, wet soils, on hard, compact soils; and on poor soil, especially where there is lime. Its disadvantages are that if neglected and allowed to grow too large, the stems become hard and bitter and the leaves fall off; and that frequently stock do not eat it readily until they become accustomed to it.—Pennsylvania School Journal.

EQUIPMENT OF A SMALL SCHOOL KITCHEN.

By Olive Jean Miller, Harbinger, N. C.

This year we have a school kitchen—a four-burner oil stove, and an ordinary equipment furnished by the girls, with a few things I bought by asking the men of the community for money. We have two lessons each week, Tuesday and Friday. Practical lessons are given, such as children could use in a school lunch. Mary J. Lincoln's "School Kitchen Text-Book," is used as a text.

Flour, crisco, and several things have been given me by asking the manufacturers for them. The stove was given by the president of our Woman's Betterment Association.

THE BOOKS BOYS LIKE TO READ.

In the summer of 1910 the New York Times published the following with reference to the books boys read. It is interesting to notice the following list, and it would also be very interesting, and no doubt helpful, if one could have a similar list prepared at this time for comparison with the original:

In an attempt to solve the question of what kind of books boys like the best a request was sent to the library assistants in charge of children's rooms in New York City, asking them to make a list of twenty-five books of fiction most popular among boys of twelve to fifteen years old. The lists were made after careful consideration and without consultation, and represent very fairly the preference of the boys. The following are the twenty-five books: "Tom Sawyer," by Mark Twain; "Huckleberry Finn," by Mark Twain; "Cadet Days," by General Charles King; "The Adventures of Buffalo Bill," by Colonel W. F. Cody; "Robinson Crusoe," by Daniel Defoe; "The Adventures of Sherlock Holmes," by A. Conan Doyle; "Treasure Island," by Stevenson; "Crimson Sweater," by Barbour; "Behind the Lines," by Barbour; "Jack Among the Indians," by Grinnell; "Halfback," by Barbour; "Fast Mail," by Drysdale; "Substitute," by Camp; "Pete: Cow Puncher," by Ames; "Ivanhoe," by Scott; "Captains Courageous," by Kipling; "Redskin and Cowboy," by Henty; "Story of a Bad Boy," by Aldrich; "Robin Hood," by Pyle; "Yale Cup," by Dudley; "Oliver Twist," by Dickens; "Monte Cristo," by Dumas; "Twenty Thousand Leagues Under the Sea," by Verne; "The Spy," by Cooper; "Kidnapped," by Stevenson.—Educator-Journal.

SOME UNUSUAL CURRENT EVENTS

I.

A Woman is Elected to Congress.

The election of November 7, 1916, will go down in history as unique in many respects. In one particular especially it is distinctly unique. For the first time in the history of American politics a woman has been elected to Congress. Miss Jeanette Rankin, a Republican of Montana, has this distinction. After March 4, 1917, she will take her seat in the National Capital, receive her committee assignments, and aid her brother man in making the laws of the nation. That is, if she is permitted to take her seat. There is some conversation going the rounds that, since the constitution in referring to Congressmen says, "he", she may not be seated. But we shall see.

The Congressman's platform is said to be: national woman's suffrage, child welfare, tariff revision, nation-wide prohibition, and greater publicity in congressional records.

Miss Rankin is a graduate of the University of Montana and of the School of Philanthropy of New York City. She is described thus: "The 'new Congressman' is small, slight and has a wealth of red hair. She makes her own garments, designs her own hats, does her own cooking, and is attractive personally." She has been active in politics and suffrage in Montana for several years.

II.

The Birth of a New Nation.

All teachers who have read "Thaddeus of Warsaw" will recall the story of the fall of Poland and the heroism of the people of that country in trying to save its independence. That kingdom once separated Russia from Prussia and Austria. But in 1772 each of the above nations seized a part of the territory and in 1793 Russia seized still more territory. A great war followed and in 1813 the Polish kingdom came to an end. Few people have suffered more at the hands of Christian nations than has Poland.

In the present crisis in Europe, Germany has taken from Russia all of Poland that was seized in the past centuries, and in November Germany and Austria announced that this kingdom would again be given its independence, and as a result a new nation would rise out of the present war. "Thaddeus of Warsaw" might be read anew with this additional interest.

However, a few days ago Germany announced that Poland, this new nation recently born, must raise an army to aid the central powers in this great war, or the new freedom might be withdrawn.

III

The March of Prohibition.

In the fifteen states and one territory that voted on prohibition in the last election, prohibition won in twelve states, one territory, and split one state five to two in favor of anti-prohibition.

Four states and one territory which have been wet adopted prohibition—Michigan, Montana, Nebraska, South Dakota and Alaska.

Idaho, dry already by statute, voted to place the prohibition clause in the constitution. Colorado,

Washington and Arkansas, already dry, defeated wet house rule amendments. Arizona, a dry State, defeated a wet amendment to permit the manufacture of liquor in the State. This State also defeated an amendment which proposed to repeal the constitution which prohibits the sale of liquor in the State. Florida and Utah elected legislatures pledged to enact State-wide prohibition laws.

IV.

The Largest City in the World.

A writer in the *World's Work* says: "Mayor Mitchell presides over the largest aggregation of human beings ever collected in any one place since the beginning of time. Many kings who cut quite a figure in the world have principalists much smaller than New York. Denmark, with 2,800,000 contains just about half as many people as Manhattan Island. The total population of Austria—4,900,000—is not so large as that of this one American city. Switzerland has a population that is much smaller. The whole population of Servia, the country that started the greatest war in history, is approximately 1,000,000 less than the population of New York City. Sweden, with 5,476,000 people is just about as populous as Manhattan borough. If you take the New York metropolitan district, even more startling comparisons can be made. The entire population of the Dominion of Canada is not so large by 300,000. Belgium, said to be the most densely populated country in Europe, at least before the war, has the same number of people as New York and its environs."

THE STATE LITERARY AND HISTORICAL ASSOCIATION.

The program of the seventeenth annual session of the State Literary and Historical Association was unusually interesting. The meeting was held in Raleigh, December 5-6, Dr. Howard E. Rondthaler, President. The first session was held on Tuesday evening, December 5, in Meredith College auditorium at which time the president delivered his address. There was another address by Mr. L. Ames Brown, Washington, D. C., on "The Outlook in our Foreign Relations," after which it was announced by President Rondthaler that there would be no award of the Patterson Memorial Cup for 1916.

Wednesday was devoted to State history. Papers were read by Dr. W. T. Laprade, of Trinity College, Professor W. W. Pierson and Dr. Collier Cobb, of the University of North Carolina, Superintendent W. C. A. Hammel of Greensboro, Mr. W. S. Wilson, of Raleigh, Mr. Thomas M. Pittman, of Henderson, and Miss Minnie W. Leatherman, of Raleigh.

The session closed Wednesday evening with an address by ex-President W. H. Taft.

Have you ever yet ordered the copy you wanted of *North Carolina Poems*, edited by E. C. Brooks? Only about twenty copies are now left. Send your order to *North Carolina Education*, Raleigh, N. C. While the supply lasts the paper bound edition will be sent postpaid for 50 cents and the cloth bound for \$1.00.

North Carolina Education

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Call the attention of your committeemen to this number of education.

What did you think of the Teachers' Assembly? Write us and tell us the best thing you heard at the assembly.

When you change your address notify the publisher's office in Raleigh so that **North Carolina Education** may follow you promptly.

Watch your widow shades! It is worth much to the child to be protected from too much light as well as to be supplied with sufficient light.

Dairy schools were conducted in the rural sections of Guilford County by representatives from the State Agriculture Department in November.

Teachers should examine closely the December magazines for Christmas stories. The current magazines have a wealth of material that teachers can use.

What are your committeemen doing? The article entitled, "Are School Committeemen Active Educational Forces" should be very interesting not only to the superintendents but to the teachers as well.

Teachers who failed to see Mrs. R. E. Ransom's story in the Story Tellers' League in the November **Education** missed one of the best suggestions that has been given this year. It was the story of the President of the Building and Loan Association of Southport, who talked to the school children.

The type studies published periodically by Professor Charles A. McMurtry, of George Peabody College for Teachers, Nashville, Tenn., should be in the hands of all county and city superintendents of North Carolina. They are exceedingly valuable aids in the teaching of geography and history. The directors of the Teachers Reading Circle could use them with advantage.

Mr. B. F. Montague says the school like the table is supported by four legs. The committee, the patrons, the teachers, and the children. Which is the weakest leg of your school? How can you strengthen it?

One of the best books on the market for primary teachers is Dynes Socializing the Child (Silver Burnett & Co., New York). Primary teachers will find it a very helpful aid in teaching history stories. See review elsewhere. The Story Tellers League and the Reading Circle directors will find it of special value.

"Public School Education in North Carolina," by Dr. E. W. Knight, of Trinity College, is one of the Reading Circle books adopted for use in North Carolina. It has just come from the press and should find a ready use by the teachers in the spring term. A review of the book appears elsewhere in this number of **Education**.

The September bulletin of the North Carolina Normal and Industrial College is the Arbor Day number, which was prepared by Professor E. E. Balcomb, of the Department of Agricultural Education. The bulletin contains 48 pages of well selected material. The topics for essays at the end of the contests is especially good.

The South Atlantic Teachers' Bureau is a new agency for the service of education in North Carolina and other South Atlantic territory. The bringing of the suitable teacher to the suitable task is a vital point in our educational economy, and the wide acquaintance which Dr. George J. Ramsey, president and manager of the Bureau, has with the schools and educators of the South, and the high esteem in which he is held by them all, peculiarly fit him for rendering a great service both to schools and to teachers. We hope our readers will use him.

The Annual Report of the Public Schools of Columbus County has just been received from Supt. F. T. Wooten, who completed in November his fourteenth year of continuous service in that office. His successful labors are manifest on every hand in the visible tokens of achievement and the feeling of his people toward him is marked by the term they have kept him in the service of their schools and by the loyal co-operation of boards, committeemen, teachers and patrons. The report covers fifty pages, contains a number of portraits, and a dozen or more engravings showing handsome modern school buildings. The front cover page carries a striking glimpse of road and field and pine trees over the legend of "Sentinels of the School Path." It is an interesting and all too modest story of great educational enterprise.

W. F. M.

THE NORTH CAROLINA DAY PROGRAM.

The subject of the North Carolina Day program is Archibald DeBow Murphey, "the father of the public schools of North Carolina." The bulletin is prepared by Dr. E. W. Knight, of Trinity College, and has just been published by the State Department of Education. Therefore, it should be in the hands of the teachers in plenty of time for "North Carolina Day," which is fixed for Friday, December 22, 1916.

The contents of the bulletin are interesting. They include a biographical sketch and a character sketch of Murphey, his services to North Carolina, his labors in behalf of public education, educational conditions when Murphey was a boy, and selection from Murpheys' writings to be used as declamations or readings by pupils.

HOW TO USE THE COMMITTEEMEN.

We shall devote each month a page or more if necessary to a discussion of the duties and work of the school committeemen. Hon. J. Y. Joyner has agreed to write a letter to the committeemen each month, in which he will outline the scope of their work.

Mr. B. F. Montague, of Raleigh, is contributing some suggestions in this issue that every county superintendent should weigh carefully. A county organization can be and should be perfected. A central committee should be formed composed of chairman, secretary and executive committee and these should meet once a month and plan for the larger meetings. This central committee could be made very helpful to the county superintendent.

ADD TEN CENTS.

When you send your subscription to **North Carolina Education**, please remit by money order or by check on a national bank. The Raleigh banks recently went into an agreement to charge what they call exchange. That is, when you send us your check for a dollar they will pay us only 90 cents for it unless it is drawn on a national bank. They say that your bank charges them the 10 cents for paying out your money on your order. So when you

remit, please send us a money order, or a check on a national bank, or add ten cents to pay exchange.

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The Woman's Home Companion and The American Magazine both to one address for only \$2.00 is an especially good combination.

The foremost farm and live-stock papers are The Progressive Farmer, The Country Gentleman, and The Breeders' Gazette.

For pictorial country or suburban life, the Countryside Magazine, and Country Life in America will perhaps be found sufficient.

The club prices of all them and many others will be found on page 23. Add the class numbers together and multiply by 5 (cents) to get the total amount for your club. If your check is not on a national bank add 10 cents for exchange, or send a money order. And, last but not least, order now, right today. Do not wait until after Christmas. Send orders to **North Carolina Education**, Raleigh, N. C.

IF—

If you are a primary teacher, do you read Normal Instructor-Primary Plans?

If you teach in the grammar grades, do you give yourself the aid to be obtained from the Popular Educator?

If you are a teacher of English (Composition, Rhetoric, Literature) do you have the helpful visits and suggestions of the English Journal?

If you teach history, do you enrich your mind and work by reading the History Teachers' Magazine?

Club rates (when allowed by the publishers) are given on page 23. Send your order today for all the magazines you need for yourself, or school, or friends, to **North Carolina Education**, Raleigh, N. C.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1916-1917.

OUTLINE FOR DECEMBER.

Teachers should keep before them the general outline that was published in the October and November numbers. The primary teachers should read carefully Grade Three in Leiper, Pages 83-102. The grammar grade teachers should read grades six and seven, pages 149-191.

Primary Teachers.

The purpose is still the same, to secure correct spoken language and correct written language.

The courses are still the same. Stories should be selected from literature, history, nature and current events. Emphasis in written language should be placed on correct use of capitals, period, question mark, paragraph and margin. Emphasize especially.

1. Conversation (see Leiper, pages 57 and 83). This could be made the most enjoyable period of the day and should be observed in all the grades.

2. Recitation by Topics. The author introduces

this in the third grade. It may be continued in the grammar grades.

3. Story Telling. Primary teachers should compare the author's treatment of this subject in the first grade with that of the second grade and then of the third grade. Read first the treatment on page 29. Then turn to page 59, and after reading that turn to page 85. Notice especially the development. This should be continued by the grammar grade teachers through the fourth, fifth, sixth and seventh grades.

4. Written Language. Follow the author's suggestions on page 95 for teaching the children correct letter-writing. Study carefully Imitative Expression, page 97, and General work, on page 98.

Grammar Grade Teachers.

The grammar grade teachers should read the suggestions outlined above for primary teachers. All teachers of the sixth and seventh grades should make a careful study of Leiper's "Sixth Grade." All topics in this grade that have been discussed in previous chapters should be review. For example, "Recitation by Topics" should be reviewed from the third grade. The same is true of "Observation Reports." In addition, the teachers should lay special emphasis on

1. Book Reviews (page 149).
2. Current Events (page 150).
3. Talks from Outline (page 154).
4. Memorizing Work (page 155).

In the second part of the chapter special emphasis should be placed on "Letter Writing" (page 160). The teacher should review this subject through all the previous grades in order to see how the author has developed it. This will be helpful in many ways. It will give the teacher a test as to the progress of her own pupils. If the pupils are unable to follow this suggestion outlined in the sixth grade they may be doing merely fourth grade or fifth grade work. Find out which work your pupils can do now.

The next point to emphasize is "the use of the dictionary" (see page 164). Review all that the author has said in previous grades on this topic. Grammar grade teachers should follow also the suggestions for "Word Study" (page 165) and Technical Matters (page 167).

HOW THE NOVEMBER PROGRAM WAS CARRIED OUT.

The Teachers' Reading circle is beginning to reach the school through the teacher. In the November number, the West Durham schools work was presented. In this number the Roanoke Rapids schools sends us their club work. This club meets monthly for professional study.

Oral Composition.

The teachers followed the November outline and selected stories from (1) literature, (2) history, (3) current events. (See outline in November Education.) This program is the work of Miss Mary Powell, teacher of English in the Roanoke Rapids High School.

I—Short Story From Literature.

Seventh grade—Robert Taylor—Pied Piper of Hamelin.

Eighth grade—Julian Allsbrook—Gold Bug.

Tenth grade—Alice Hoekaday—First Christmas Tree.

Eleven grade—Eugene Leman—Free Joe and the Rest of the World.

II—Short Story From History.

Seventh grade—Jennie Short—Boyhood of Daniel Webster.

Eighth grade—Basil Glover—Story of Solon.

Ninth and tenth grades—Peter Norwood—Causes of American Revolution.

III—Short Story From Current Events.

Seventh grade—Marion Saunders—Winter Constellations.

Eighth grade—Nellie Jones—A Banner to Pan-Americanism.

Ninth grade—Roger Warren—Bandits and the Borderland.

Tenth grade—Hurly Kind—The Philosophy That Underlies Thomas Mott Osborne's Prison Reforms.

How this was done.

Seventh grade:

1. The story in literature was taken from a series of stories read or told by the teacher and reproduced orally by the pupils as parallel work in connection with the regular work in literature.

2. The story in history was taken from a series of stories given by the pupils from day to day in connection with the regular recitation.

3. The story in current events was taken from the paper, "Current Events," which is used regularly for one period in the week.

Eighth grade:

1. The short story from literature was taken from the report on the books for parallel reading. These reports are given in different forms from month to month. Sometimes the reports are written according to directions given by the teacher. These directions vary, e. g., one month the pupils are asked to write a character sketch of some character in the book. At another time they summarize the book or outline it. Occasionally they are merely asked to report in writing that they have read the book assigned. The written reports also give way at times to oral reports.

2. The short story from history was taken from "Plutarch's Lives," which is used as supplementary work in the study of Greek history.

3. The story from Current Events was taken from a series of definite assignments to individual pupils on subjects discussed in magazines, particularly "World's Work," and "The Independent."

Ninth grade:

1. Story from Current Events was taken from reports on the present situation in Mexico made in connection with special work on President Wilson's Mexican policy of which the class is making a special study this term.

Tenth grade.

1. The short story from literature was taken from "The Blue Flower," which the class is using.

2. The short story from history was taken from a special work done in connection with the course in American history.

3. The short story from Current Events was taken from a series of special assignments on subjects of interest to the class.

Written Composition.

Miss Neta Boyce, of the fifth grade, gives a clear

detailed but very helpful discussion of how her pupils wrote the composition on "The progress of the Roanoke Rapids graded school in the last ten years." The suggestions are all to the point. Teachers should notice also how paragraphing was taught in the fifth grade.

How the Composition Was Written.

First, we studied the word "progress" and found a good definition to be "making improvement." Then the girls wrote one declarative and one exclamatory sentence and the boys wrote one imperative and one interrogative sentence on the subject in general. This was to get a clear idea of the subject in the minds of the pupils.

We made an outline as follows:

I—Needs of improvements.

II—Plans for improvements.

III—Result of improvements.

Boys and girls wrote declarative sentences on topic No. I. These sentences were read on class and best thoughts from both were selected and grouped separately, then put into a paragraph, leaving out or adding any words that helped to better the paragraph. We decided that the girls wrote the best paragraph under this topic.

The second topic was treated in almost the same way. A sentence of either of the four kinds was made, declarative preferred. The boys wrote the best paragraphs on the topic No. II. To improve the paragraph made by the girls I had all pupils take down the eight sentences and each make a paragraph to hand in the next day, making any changes they thought necessary.

Topic No. III was developed in a similar way, except that pupils were asked to hand in different kinds of sentences. This proved to be the easiest topic. More new ideas were brought out and a three-sentence paragraph was made by both boys and girls. For the next day each pupil handed in a three-paragraph composition written with ink.

First Paragraph.

1. The school-house eight years ago consisted of only one room.
2. The school was too small for the children.
3. It was a small one-room building.
4. We needed a larger building.
5. The town was growing larger.
6. There were too many children for the first building.

Just eight or nine years ago we had only a small one-room building. We needed a larger building because the town was growing larger and this one was too small for the number of children.

Second Paragraph.

1. They voted on the graded school.
2. They planned a more convenient building.
3. Our school is a comfortable building.
4. They laid the foundation.
5. In 1915 more rooms and a basement were added.
6. They made taxes higher.
7. We decided how much to add.
8. They put up a well equipped building at Rosemary.

They voted on the graded school. They raised the taxes in order to build a larger building and make it more convenient and comfortable. In 1915

they laid the foundation for more class-rooms and a basement. They put up a well-equipped building at Rosemary.

Third Paragraph.

1. Oh, what a well-equipped building we have!
2. We have a brick building.
4. We have a beautiful auditorium that will seat about 600 pupils.
5. We have a helpful library.
6. We have eleven class-rooms.
7. We have a flag of "Old Glory" over us.
8. We are proud of our building.

The Roanoke Rapids graded school is a very pretty brick building, containing a beautiful auditorium that will seat about 600 pupils, a helpful library and eleven large class-rooms. We are so proud of our building that we have a flag of "Old Glory" to wave over us.

The Progress of the Roanoke Rapids Graded School in the Last Nine Years.

Just eight or nine years ago we had a small one-room building. We needed a larger building, because the town was growing larger and this one was too small for the number of children.

They voted on the graded school. They raised the taxes in order to build a larger building and make it more convenient and comfortable. In 1915 they laid the foundation for more class-rooms and a basement. They put a well-equipped building at Rosemary.

The Roanoke Rapids graded school is a very pretty, brick building containing a beautiful auditorium that will seat about six hundred pupils, a helpful library and eleven nice large class-rooms. We are so proud of our building that we have raised a flag of "Old Glory" to wave over us.

Letter Writing in the Third Grade.

The following interesting letter is presented to show what a third grade pupil can do.

Dear Mr. Proctor,

We have a mayor and three alderman in our room to look after the desks. If the mayor reports a child's desk the child is kept in to clean up the whole room.

We are learning an Indian song for Thanksgiving. It is about a little papoose.

Sometimes we get noisy while we are playing. Then Miss Waller makes us take our seats.

JOE LIPSCOMB.

Community Interest.

In the November number the West Durham pupils presented a study of "What Durham is Doing to Get Pure Milk." In this number, Irene Cannon, of the third year class in the high school of the Roanoke Rapids school presents an interesting story of how Roanoke Rapids drove the malarial mosquito out of the community. These are vital subjects that the children are studying and are present for the purpose to call the teachers' attention to the need of further study along this line.

The Eradication of Malaria From Roanoke Rapids.

By Irene Cannon, third year high school.

There was a time when the community of Roanoke Rapids was an unhealthy place. During the summer of 1913, prior to any anti-malaria work,

the mills were constantly short of help on account of a large number being sick from the effect of the bites of the Anopheles, the malaria-carrying mosquito.

In the fall of 1913 Dr. Von EzDorf, of the United States Public Health Service, took four hundred blood smears from individuals in the community, which examination showed that one out of seven persons examined was infected with malaria. The health record of the people in the same year showed that 48.8% of the people had malarial chills. In 1914 the examinations showed that one out of twelve was affected by malaria and the health record showed 33% of the people had malarial chills. The State examination in 1915 showed that one out of twenty-two was affected and the records for that year indicated that 19% had malarial chills. This decrease in the per cent affected by malarial was brought about by a vigorous anti-malaria campaign.

In the beginning of this campaign the four swamps surrounding the town were cleared of all underbrush after which ditches were cut in V shape when possible as this saved expense in oiling and drained a larger area. These ditches covered about nine miles and were cut wide and shallow to admit the sun as mosquitoes breed more readily in shady places.

On these ditches were placed cans which were filled with crude oil, this not being so expensive as kerosene and giving the same result. The oil drops from these cans at the rate of one drop every one or two minutes. They consume about 4,000 gallons annually and are filled from April 1 to November 1. At Patterson mill the water from the bleach-

ing department is diverted into the streams in order to render them immune for all time from the breeding of mosquitoes.

In some places slides made of two squares of glass with resin sprinkled between were used to make tests. They showed in which streams the Anopheles mosquitoes bred and in which direction they flew.

The next and a very important step was having the people screen their houses. They were recommended to use sixteen mesh screen, as it gives much better results than fourteen mesh, which is commonly used. A day was set aside for cleaning up by the civic league. All citizens were requested to turn up tin cans and other articles which would hold water. This was done mostly by the school children who were very enthusiastic as the result of several lectures given by Drs. Von EzDorf, Carter and Mr. Le Prince in the school auditorium. Several of the grades studied pamphlets on malaria, its cure and prevention as a text-book.

The absolute cure for malaria is the taking of quinine in prophylactic doses of from three to five grains daily. This renders the person absolutely immune if taken for a period of six months or more. The doctors of the community advised all people who had malaria in their system as well as all others to take the quinine by the method mentioned above.

The community is now as healthy a place to live in as any in North Carolina. This statement is corroborated by Dr. T. W. M. Long, Health Officer, who did the greater part of the work in accomplishing this result, and by the United States Public Health Service.

News and Comment About Books

NOTES AND COMMENT.

"Writing for the Magazines" is the title of a new book by Dr. J. Berg Esenwein published by the Home Correspondence School, Springfield, Mass. This school has a course in magazine writing, the personal teacher being Mr. Robert W. Neal, formerly on the editorial staff of the World's Work and private secretary to Hon. Walter H. Page.

A handy 32-page booklet of Lessons in the Use of the Dictionary has been issued by G. & C. Merriam Company, Springfield, Mass. "Unlocks the Door" is the title of it and it is supplied gratis to teachers who request it. The same publishers will also send you copies of their pronunciation "Chart and Test" for such of your pupils as can use it to advantage.

Do not overlook North Carolina Poems, edited by Mr. Brooks, when sending out your holiday gifts. There are a few copies left in basket pattern cloth, stamped in gold, which will be mailed postpaid for \$1.00. Orders

should be sent to North Carolina Education, Raleigh, N. C. If your check is not drawn on a national bank, add ten cents for exchange charges.

¶ ¶ ¶

Those members of the Storytellers' League who are looking for tales to tell should once in a while refresh their own souls by feeding upon something new just for the sheer joy of it with no thought at all of re-telling the tale. The delight of it all will flow deeply into their beings as it used to "once upon a time long, long ago." This suggestion comes fresh from the effect upon the writer of reading one or two stories from Sir Rabindranath Tagore's "Hungry Stones" just brought out in October by The Macmillan Company.

BOOK REVIEW.

Public School Education in North Carolina. Edwar W. Knight, Professor of Education, Trinity College, Durham, N. C., with contributions by James Y. Joyner, State Superintendent of Public Instruction, and N. W. Walker, State Inspector of High Schools. 384 pages. Price \$1.50

postpaid. Houghton Mifflin Co., Boston.

The most notable contribution perhaps to North Carolina history in this decade is Dr. Knight's recent book, "Public School Education in North Carolina." Beginning with the early history of the State under the Lords Proprietors he traces the growth of the Colony and gives evidence of a culture among the early settlers and the beginnings of the school. But the most important contribution to the pre-revolutionary period perhaps is his chapter on the apprenticeship system and the poor laws. The best index we have of the interest of the early settlers and the whole colonial period in education is found in the laws relative to the poor and especially to orphans. "The master of each of such obliged to teach him to read and write," is a clause that is frequently found in the early court records and in the legislative enactments showing that, although we have few records of the existence of schools, there was a form of compulsory education that was recognized.

Dr. Knight gives the attempts to establish free schools under Royal rule. However in the eighteenth century public education was on the decline in this country and the Academy, the quasi-public institution, was

in the ascendancy. The growth of the academy, therefore, is an interesting chapter in the history of education in North Carolina and one that heretofore has been neglected as much almost by foreign writers as the period just prior to the Civil War. After the Revolutionary War the academy became the leading educational institution in America and its growth in North Carolina as shown by Dr. Knight is an evidence that North Carolina was not behind other States of the Union in promoting education.

The great revolutions of the 18th century affected every social institution in Europe and in America. As a result we had a new conception of education—the equality of opportunity for the common man. In his chapter on "The Early Agitation from 1776 to 1875" Dr. Knight clearly shows that men like A. D. Murphy and Bartlett Yancey were familiar with the work of the educational reformers of Europe. Pestalozzi and Lancaster were studied and North Carolina teachers adopted this method.

However, the one hindrance to the establishment of free public schools was a lack of money. This was true in every State. The support even of political institutions were not resting securely upon a satisfactory system of taxation and the basis of support was yet too narrow to support a public school system in every State in the Union. In his treatment of the Literary Fund Dr. Knight lays the basis for the support of public education and shows that by 1898 North Carolina was ready to begin a new chapter in our history.

The educational revival under Calvin H. Wiley (1853-1865) is a fine story of as heroic a struggle as any State has made for the education of the children. Here we may find the beginnings of a great public school system, the first Normal School, the organization of a live teacher's association, the beginning of teachers' institutes and the founding of educational journals. Horace Mann had just completed his work in Massachusetts and Dr. Knight's comparison of the New Englander and the Southerner is very forceful.

The best chapter in the book, perhaps, for the teacher is "Ante-Bellum Educational Practice." Here we get a glimpse of the text-books in use, the condition of the school houses and the methods of teaching before the war. "I had hut one thing to regret," wrote a county examiner in 1857, "that so few districts taught a silent school. . . . Some two-thirds of the districts teach a noisy school."

Dr. Knight's treatment of the reconstruction period is clear. He traces the decline of education until the Peabody fund gives the South a

helping hand—and a new life is infused into the old system. He traces the rise of the city schools after the war and tells the story of the attempts to reconstruct the whole system on a more enduring basis. The chapter on "Aycock and the Revival" (1900-1910) is familiar history. The book closes with two chapters, "The Present System: Its Task and Tendencies," and "What of the Future." Professor N. W. Walker, Inspector of State High Schools, contributed material to the former chapter and Hon. J. Y. Joyner, State Superintendent of Public Instruction, wrote the greater part of the last chapter.

Dr. Knight has rendered a great service to the State and in doing so he has pre-empted the field of North Carolina educational history. The work reflects the scholar and the treatment of the subject shows professional skill. His "suggestions for further study" at the conclusion of each chapter gives the teacher and the student motives for further investigation and subject matter for

professional study. The book has been adopted for study by the Reading Circle and the teachers will find it an exceedingly profitable subject to study.

In Northampton county nineteen girls canned 5,649 quarts of beans and tomatoes. The total value of these products at present prices is \$564.90. The expense to cultivate and can was \$133.00. This leaves a profit of \$431.90 for the girls, or an average profit to each one of \$22.70. Besides the above cans they put up soup mixtures, preserves, pickles, catchup and jellies for home use.

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State School News

An Iredell County Boy Wins Fair Prize.

The splendid silver loving cup sweepstakes prize for poultry exhibits at the State Fair, offered by President Leonard Tufts was won by an Iredell County poultry club boy, Claude Morrison, his bird being a superb Rhode Island Red cock. This was won in competition with the best fanciers in and out of the State. Poultry club members also carried off prizes open to the world for best barred rock cockerel; second barred rock pullet; also second cock, first cockerel and first pullet in open classes. A federal expert for the poultry exhibits pronounced the poultry club representation in the State Fair the best that has ever been assembled anywhere in the country in this club work.

Inauguration of New President of A. and M. College.

February 22 is set as the date for the inauguration of Prof. W. C. Rid-dick as president of the North Carolina College of Agriculture and Mechanic Arts, at a meeting of the faculty committee on arrangements, held for the discussion of a tentative program and speakers for the event. One of the principal reasons for selecting this date was that, being a holiday, more of the alumni would be able to leave their business to come back to pay their respects to the new executive.

The Board of Trustees has made a suitable appropriation to make the occasion an elaborate one and has appointed a committee on arrangements, composed of Prof. W. A. Withers, chairman; Professor J. W. Harrison; and Prof. C. L. Newman. Alumni Secretary Buxton White was selected as its secretary.

Grammar Grade Teachers Organize.

The grammar grade teachers of the East Durham High School met on Friday afternoon, October 13, 1916, for the purpose of organizing a teachers' club. Mrs. Viola Young was elected president and Miss Ethel Henry secretary. The purpose of the Club is to better organize and systematize the work of the grammar grades. It will meet twice a month on the first and third Fridays in each month.

On October 20, 1916, the club held its second meeting, which was featured by a very interesting talk by the principal, Mr. Yoder, on "What is Expected as a Standard for Promotion in Arithmetic in the Grammar Grades." This was followed by a round table discussion. The club hopes from time to time to take up

each subject taught and discuss the best methods of teaching it.

The following are members of the club: Mrs. Viola Young, Miss Henrietta Vaughn, Miss Uva Srtayborn, Miss Anna Rigsbee and Miss Ethel Henry.

ETHEL HENRY, Secretary.

The teachers and pupils of Rosewood High School, Wayne County, picked cotton on Saturday in October and gave their earnings to the betterment fund. They realized \$8.58.

Arbor Day at Brightwood.

Friday, November 10, was observed at Brightwood school, Guilford County, as Arbor day. The pupils came at the usual hour bringing trees of various kinds, nut-bearing, ornamental and shade trees.

E. H. Anderson, Guilford's efficient farm demonstrator, was on hand and took charge of the planting. He made it an object lesson to the boys and girls, showing how to prune the roots as well as the branches. A number of holes in which the trees were planted, were dynamited, and a number were planted in holes dug with pick and shovel. He told the pupils to watch the growth of the

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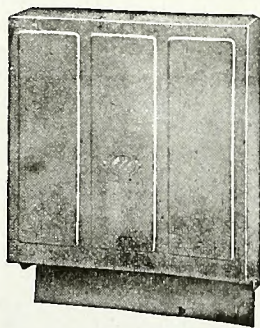
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trees so that they might be able to determine themselves whether it paid to dynamite for tree-planting.

After the planting was finished each grade in the school surrounded the tree for which the grade was responsible and one of their number having been chosen as orator for the occasion made an appropriate speech or recitation.

Each teacher of the school also had a tree planted and named it for some celebrity in the literary world. There were two other trees planted, one named for T. R. Foust and one for C. H. Ireland. These gentlemen were on hand and made pleasant remarks.

The planting ceremony over sandwiches and hot coffee were served, after which all repaired to the house, where a very pleasing program was rendered by the children, consisting of appropriate songs and recitations.

After this program was finished Mr. Foust was called to the floor, and after a few pleasing remarks he introduced Mr. Ireland, the orator of the day. Mr. Ireland spoke on "Parental Responsibility and and Childhood Obligation." He showed that children should not be looked upon as so many assets to help their parents to a life of ease and idleness, but must be regarded as "pearls of great price;" that the day is fast coming when false ideals must give way to the true.

Moving Pictures and Health Campaign.

Greenville, Nov. 15.—Beginning this week, Pitt County is to have an educational health campaign to last for three weeks. Arrangements have been made to have the moving pictures of the State Board of Health given at various points in the county, which feature alone embraces real moving pictures on timely and interesting subjects, including health and sanitation, a lecture and the distribution of free health literature. Features of local interest will be added to the programs as the campaign progresses.

Grifton was chosen the beginning point of the campaign. Last night at this place an appreciative audience greeted the moving health pictures and manifested much interest in the occasion.

The motion picture outfit of the State Board of Health comes to Pitt County from New Bern, where it was in use last week at the Eastern Carolina Fair. The outfit consists of a modern moving picture machine, an electric generating outfit which furnishes electricity not only for operating the pictures but for lighting the building, a lecturer, a machinist and a large number of films on timely health subjects including comedies and romance. In addition to this, the outfit carries a supply of health literature for free distribution.

To Equip Presbyterian Schools.

At the recent meeting of the Presbyterian Synod in Salisbury a committee was appointed to take in hand the matter of raising a fund of \$1,350,000 for the equipment and endowment of the ten church schools and colleges in North Carolina under the control of the Synod, or its Presbyteries. If the amount is raised it will be apportioned as follows:

Union Seminary, Richmond, Va., \$50,000; Davidson College, Queen's College, Flora Macdonald, Peace Institute, Statesville Female College,

\$100,000 each; Westminster, James Sprunt, Elise, Glade Valley, Albe-marle, \$25,000 each. This is just one-half of the proposed \$1,350,000. Each of the above institutions would receive its proportionate fraction of the above till the entire \$675,000 has been paid out.

The remaining \$675,000 would be under the control of the executive committee of the Synod, who will disburse the income from this fund from year to year, as in their judgment is wise.

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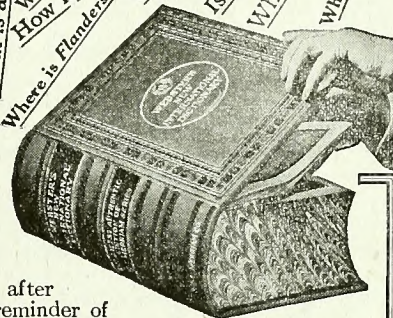
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Guilford Teachers Organize.

The Guilford County Teachers' Association held their first regular meeting for the year at the court house Saturday morning, November 11, at 10:30.

The work of the teachers' reading circle was discussed. The State Normal and Industrial College will furnish competent workers from their educational department to help the teachers do this work this year.

The high school teachers elected W. G. Sneed, of the Pomona school, as president; E. J. Coltrane, of the Jamestown school, vice-president; Miss Berta Melvin, of the Bessemer school, secretary and treasurer. This department will meet on the second Saturday in December. Dr. Lesh, of the Normal College, will be on the program and they will discuss uniform work in the high schools of the county.

The grammar grade teachers elected Mrs. Gypsie B. Hyatt, of the Deep River school, president, and Miss Lucy Henley, of the Jamestown school, secretary and treasurer. They will meet on the second Saturday in December.

The primary teachers elected Miss Bettie Aiken Land, of the Pomona school, as president; Miss Lucilla Hardin, of the Pleasant Garden school, vice-president; Miss Ethel Long, of the Bessemer school, secretary and treasurer. Program committee: Miss Katie Kime, of the Pomona school; Mrs. E. C. Ruffin, of the Pomona Mill school; Miss Ora Scott, of the S. Buffalo school.

Educators Plan Great Chautauqua For South.

Washington, Nov. 19.—Establishment at some central Southern city of the Chautauqua of the South, similar to the institution that has grown up on the shores of Lake Chautauqua, New York, has been decided on at a conference here of officials of the Southern Conference of Education and Industry at the Chautauqua institution.

Plans announced today said a plant comparing favorably with that of the parent organization, erected at a cost of \$2,000,000, was contemplated "to further the educational progress of the South."

Dr. D. B. Johnson, of Rock Hill, S. C., president of Winthrop Normal and Industrial College, and the re-

tiring president of the National Education Association, was elected president of the new body. Other officers were E. J. Willham, Macon, Ga., treasurer; Dr. A. P. Bourland, executive secretary of the Southern Conference for Education and Industry; Gov. Charles Henderson, of Alabama;

A. A. Murphree, president of the University of Florida; T. J. Woofter, dean of the department of education, University of Georgia; Dr. Charles E. Welch, of Westfield, N. Y.; Judge Wm. L. Ransome, of the New York City court, and Wm. Dunham Foster, of New York, directors.

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New School Building at Sanford.

Sanford, November 18.—Sanford's handsome new \$25,000 school building was thrown open to the public last night when the faculty of the schools and J. E. Stout, the contractor who erected the building, gave a house-warming to all the people of Sanford. It was the first view of the completed building that the more than 500 guests had had, and all expressed themselves as delighted and surprised at its completeness. The building possesses all the latest ideas and equipment in school room construction, and several competent judges stated that they had never seen a handsomer building of its size in the State.

The event was informal. Vocal and instrumental music was furnished in the auditorium, and B. Cole, chairman of the school board, and W. C. York, a member of the board, and Revs. J. B. Willis, H. E. Spence, and W. S. Golden made short addresses. Refreshments were served.

Buncombe's County Commencement.

The schools of Buncombe County held this commencement on October 30. A press notice says:

With more than 2,000 children here and 118 receiving certificates of graduation the county schools commencement exercises were held at the city auditorium today. It was a great day in the school history of the county. The attendance was larger than in previous years and the graduating class was the largest. Owing to a ruling of the health department no parade of the children was held through the street, although about 300 members of the Jr. O. U. A. M., headed by a band and followed by the children on the sidewalks, marched from the county courthouse to the auditorium.

Dr. W. L. Poteat, of Wake Forest, delivered the annual address.

In the choral singing contest, the first event of the day, the chorus of the Candler High School won first

honors. Spelling, recitation and declamation contests were held this afternoon, it being necessary to use the auditoriums of the courthouse, Elks Club, city auditorium and Masonic Temple for these events in order to finish in one day. Hundreds of exhibits, ranging from paper dolls to canned fruits and vegetables from the various schools were placed in the lobby of the courthouse, attracting much attention.

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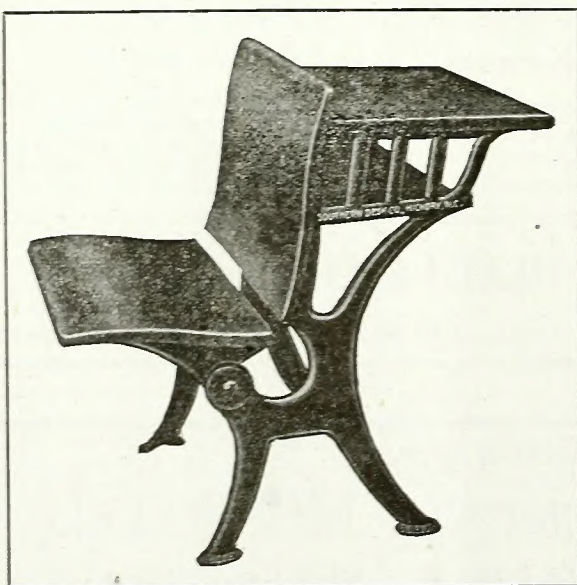
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20	American Open Air School Journal	1.00	18	Hoard's Dairyman	1.00
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20	Association Men (Y.M.C.A.)..m	1.00	60	House and Garden.....m	3.00
80	Atlantic Montbly	4.00	40	House Beautiful	2.00
25	Baseball Magazine	1.50	23	Housewives League Mag.....m	1.50
25	Bible Review	1.50	80	Independent	4.00
17	Black Cat	1.00	30	Industrial Arts Magazine.....m	1.50
55	Bookman Magazine	3.00	60	Inland Printer	3.00
17	Boys' Life (Boy Scouts' Mag.)..m	1.00	45	Journal of Education.....w	2.50
17	Boys' Magazine	1.00	40	Jour. Home Economics (10 Nos.)	2.00
20	Breeders' Gazette	1.00	60	Jour. Polit. Economy (10 Nos.)	3.00
70	Century Magazine	4.00	18	Kindergarten Primary Magazine (new sub).....(10 Nos.)	1.00
30	Christian Herald	2.00	30	Ladies' Home Journal.....m	1.50
50	Collier's Weekly	2.50	15	Ladies World	1.00
16	Cooking Club Magazine.....m	1.00	17	LaFollette's Magazine	1.00
30	Cosmopolitan Magazine	1.50	25	Manual Training Mag. (10 nos.)	1.25
20	Country Gentlemen	1.00	30	Metropolitan Magazine.....m	1.50
70	Country Life in America.....m	4.00	17	Modern Priscilla (Needlework) m	1.00
50	Countryside Magazine	3.00	25	Modern Priscilla and Home Needlework	1.75
50	Craftsman (Home Building) m	3.00	23	Mothers' Magazine	1.50
8	Current Events40	30	Motion Picture Magazine.....m	1.50
55	Current History Magazine.....	3.00	60	Moving Picture World.....w	3.00
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40	Everybody's and Delineator (sent to one address).....	3.00	45	National Magazine	3.00
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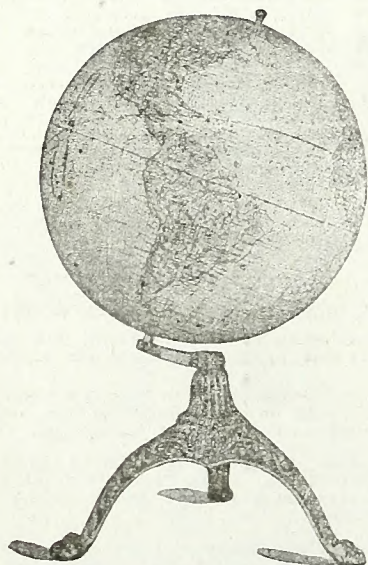
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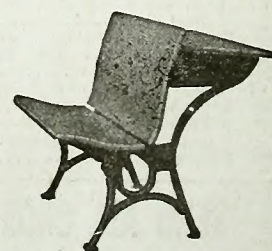
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A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 5.

RALEIGH, N. C., JANUARY, 1917.

Price: \$1 a Year.

It is New Year--Which Force Shall Rule?

There are in the world two forces at work, love and hatred. Hatred destroys, love builds; hatred injures, love heals; hatred embitters life, love sweetens it; hatred is godlessness, love is godliness. The supreme question, therefore, is, not as to whether there are unlovable persons in the world or not, but rather, which one of these two forces would you have to rule your own life and the life of humanity at large, love or hatred? Which nutrition would you give your own soul and the souls of those who are near and dear to you, that of hatred, or that of love? Can it be your aim in life to aid that power which injures, destroys, embitters life and estranges God, or the power which heals, builds up, sweetens life and makes one with God? * * * The designs of love give you joyous satisfaction and not pain. You know * * * that the fruits of hatred are bitter, and the fruits of love are sweet. Is it your duty, therefore, to give your life over to the power of hatred, and thus increase its dominion among men and multiply its bitter, poisonous fruit in the world, or to consecrate your life to the power of love, which you idealize and adore, and whose fruits are joy and peace? * * * The man of hate is destined, sooner or later, to lose his nobler qualities, his own self-respect and the respect of others, and to occupy the smallest and most undesirable social sphere. Therefore love, and do not hate!--Abraham Mitrie Rihbany, in "The Syrian Christ."

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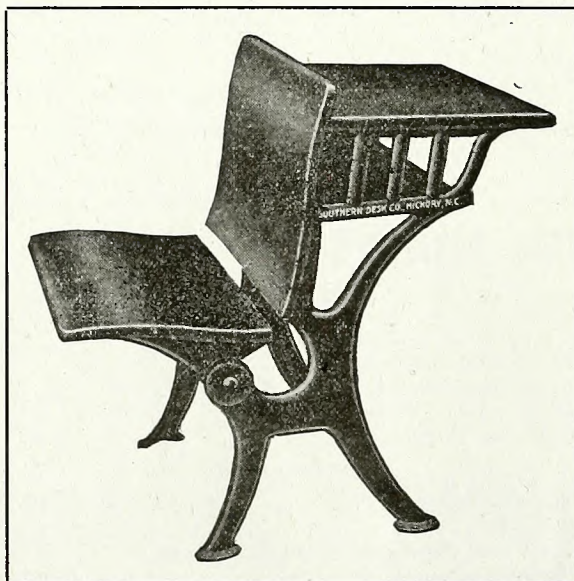
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NORTH CAROLINA EDUCATION

Vol. XI. No. 5.

RALEIGH, N. C., JANUARY, 1917.

Price: \$1 a Year.

VOCATIONAL EDUCATION AS APPLIED TO AGRICULTURE

T. E. Browne, State Supervisor Secondary Agricultural Education.

Vocational education in the rural secondary schools of the South has been the outgrowth of a spontaneous demand on the part of those students of economic conditions who saw no valid reason why the subject matter used for training the mind of the boy and girl should not have, in addition to the mind-training value, a practical value. There is an ever-increasing demand throughout the country for a more practical education. The industries of the land are asking that institutions of learning emphasize those courses which turn out men skilled for the numerous jobs awaiting them. Bankers and other business men are clamoring for men who have at least a small degree of training in banking and economics before entering the positions of trust. Skilled labor in shop and factory never commanded a higher price than today. Along with these demands has come the call for skilled men upon the farm, a training for the country boy which not only gives a broad conception of his place in the community and country life, the relationship between him and the world about him, but also gives that boy a knowledge of the fundamental science upon which the warp and woof of our civilization depends—the science of agriculture.

Why Agricultural Courses Are Not Chosen.

The average country boy, keen of insight and observation, realizes that the farming to which he has been accustomed has not demonstrated the use of much grey matter. If the business of farming is to be recognized as a profession, it must be professionalized. Only the specially trained man in farming should be called a farmer; the others are merely laborers or hired hands. Too often the country boy's conception of agriculture is plowing a mule, hitched to a Boy-Dixie plow, which nearly sends his soul to the nether world every time the point strikes a ground-stump, the digging of ditches with spade and shovel when cold water is several inches deep in the bottom, and pulling fodder (which he knows is a profligate waste of labor). In addition to this conception goes the attendant unattractive conditions he meets with in many rural homes; the only water supply a deep well, fifty yards from the house, from which all the water for drinking and bathing must be drawn with bucket and chain; no conveniences for writing or reading in the home. There is usually only one living room, where all the family, together with dog and the cat, spend the evenings around one small kerosene lamp. Can one expect this boy of fourteen or sixteen years, with these conceptions of country life, to choose agriculture when he goes to the high school if there is any other course to choose? The writer knows of such schools, where the agricultural course is left optional. One has a full-time teacher of agriculture, and eighth grade agriculture has four boys in the class. Another has one hundred and thirty high

school students and twelve taking agriculture, all grades included.

Purpose Should Not Be to Teach Agriculture at First.

The boys and girls of high school age are not capable of choosing for themselves. They do not need instructors in agriculture and home economics. What they do need is a big-hearted, broad-visioned director or guide to their thinking, and they should be required to take at least one year in general agriculture, not for the purpose of making them farmers; nor for the purpose of preparing them for the Agricultural College; but that their eyes may be opened to the beautiful Nature world around them, and that they may be made to see that the science of agriculture is an instrument the teacher is using to train their minds just as other subjects are used, but that it has the added advantage of dealing with life, of which the child already has some knowledge. The more knowledge he acquires concerning the formation of soils, the germination of seeds and propagation of plants, plant feeding and plant growth, the more interesting they become. The more interested the student becomes in the subject being taught, the more value the subject has in the training of the mind and the developing of the finer instincts of life. The sooner our teachers get away from the idea that they are teaching agriculture and get the big idea of the profession, namely, the training of boys and girls to know something of the possibilities for usefulness, and of the proper relations between them and society, the sooner will our vocational schools, and even all of our rural schools, attain to some degree of success.

When the boy in the eighth grade, who has never known anything of the beautiful in Nature—has not learned to observe—is required to take one year in agriculture under a real teacher, one who loves Nature and recognizes its influence upon the character of the boy, is he not then in a much better position to decide whether or not he wants to follow the course in agriculture? And should he, after that year, decide to enter a higher institution and prepare himself for the legal profession, or the ministry, is it not worth the time spent that he has had a peep into that science, the proper application of which means better food and clothing for himself and his family?

The Part the Farm Life School is to Play.

For a long time yet we need not look to the agricultural colleges for trained men to go back to the farm. Important positions in the Extension Service, in the agricultural schools and colleges, at attractive salaries, will take all the best of these. To meet these changing conditions—the demands for a more intelligent farming folk, who will professionalize agriculture—we must look to the Farm Life School—an institution which gets hold of the nine-

ty-five per cent who can never get college training, and while training them for life gives them a usable, practical knowledge of agriculture. The Extension Service is reaching thousands of adults and children, but the training that these boys shall need in the future is a more extensive and technical training than they can get from the club work. What they need is the training given in the farm life school, and in addition an opportunity to try out this training, to apply it to growing something, either upon the school farm, or upon some home project, such as club work offers.

There is no doubt but that the farm life school is the type of school rural North Carolina needs; the larger type of county schools, established right out in the country away from village or town influence, where everybody works, and is not ashamed of it. Where every boy who attends is expected to take the course in agriculture, and every girl, the course in home economics, such courses not to exclude the great basic subjects of English, mathematics and history, without which life would be warped. A school where the industrial subjects predominate, where the influence is strictly ruralward; a really ruralized rural school, with a dominant desire to popularize (not dignify) farming; where the boys are required to do a certain amount of farm work, and the girls a certain amount of practical work in home economics. The boy who is preparing for entrance into the classical colleges

would not be expected to attend such schools unless the colleges make their entrance requirements such as to accept a standardized course in agriculture. There are, in practically every county, high schools which prepare for college entrance of this kind referred to above. This farm life school is to prepare boys for life upon the farm, and for usefulness in their communities, while at the same time preparing them to go on with their course at the agricultural college. It is to prepare a girl to see something else in the preparing of foods, in the keeping of a home, in the beautifying of her environment, than drudgery, while at the same time preparing her to continue her studies in an institution which prepares for larger fields in home economics work. This is the type of farm life school which is going to wield the greatest influence toward the shaping of sentiment in our rural communities, to which the farmers, farmers' wives, their boys and girls are going to look for guidance and inspiration. For the school unit of territory must be sufficiently large to secure proper funds for efficient teaching and adequate equipment for real service.

For the rural high schools, with farm life departments, it is quite different. They must retain their regular courses, but one year in agriculture and home economics should be required, and due recognition given those subjects toward graduation in the other courses, and accepted toward entrance into higher institutions.

VALUE OF PRACTICAL SEWING AS TAUGHT IN THE PUBLIC SCHOOLS

Olive Jean Miller, Teacher Harbinger School, Currituck County.

We conceive domestic science, art, and manual training in the social significance as types of process by which society keeps itself going—as agencies for bringing home to the child some of the first necessities of community life, and as ways in which these needs have been met. In other words, these handicrafts are instrumentalities by which the community and school in co-operation can make themselves a model.

We are discussing the value of practical sewing as taught in our public schools.

Nothing is more essential for the girl of moderate means than a practical knowledge of sewing and dress-making. Not the fancy embroidery stitches alone, but hemming, patching, darning, and the stitches that are used in every-day-life. Yet few of our girls of today can boast of anything more than a slight knowledge of plain sewing. Where is the fault? At home the time is consumed in other ways than the "hum drum" of the sewing machine.

Mothers often neglect this side of their daughters' education. The girl is not interested in sewing, looks upon it in the light of a task. Here is where the school is needing the co-operation of the community so that much may be accomplished. The school is where the girl gets interested (and a poor teacher can arouse interest in any normal girl in learning to sew). It is human nature. Once you get the girl interested, she shows the interest at home, and the parents of the girl realize that you are teaching their children something worth while and of great value.

After the interest is aroused, the girl is with you in raising funds for domestic science, and Art Cabins. Rooms have been built by that little streak of interest gone out from the teacher to pupils and community.

The question now arises, how to get the interest of my class? By all means do not compel your girls to stay too closely to their samplers until every stitch is learned. Use samplers, but teach a stitch then apply it to some article that the girl can do at home. Here is where your interest spreads.

Teach the girl the value of sewing. Compare a neatly, well-made garment to a shoddy ready-made one. Teach them the financial side of the question. The saving of one-half on each garment.

Appeal to their love of mother, and show them that they can really be of service to her in helping do the family sewing. Children crave the feeling of usefulness, so make them see that they are of great value and that they are expected to fill their places in the world—and the more efficiently prepared they are, the better.

Compare the different clothes as to use and cost. Make them feel that they know pure wool from a mixed cloth. Correlate this lesson with your science lessons. They are better able to understand the real value of costly silk compared to that of cheap silk after studying the life of the silk worm.

All of this leads to our one aim in education, that of independence. Girls will soon realize that they are dependent upon the help of others in making their clothes. It is human nature to want to be

independent and surely this part of a girl's education should not be neglected. In nine times out of ten the only lessons a girl ever gets in sewing is at school. Our schools put forth every effort to

train our future wives and mothers to be able to keep their home well, that is comfortable and attractive, and most of all, to keep their children neatly clothed at the least cost possible.

THE DUTIES OF SCHOOL COMMITTEEMEN

1. In Electing Teachers.—The committee shall meet at convenient times and places for the employment of teachers for the public schools, and no teacher shall be employed by any committee except at a regularly called meeting of such committee, due notice of such meeting having been given at three public places by the committee. The county board of education of each county shall fix annually a day and place in each township for the meeting of the township or district committeeman of said townships, who shall, in conference with the county superintendent, with whom application must have previously been filed by all applicants, select the teachers for their respective schools, except for rural public high schools. Provided, that no election of any teacher or any assistant teacher shall be deemed valid until such election has been approved by the county superintendent; and no voucher for the salary of a teacher of any school shall be signed by any county superintendent unless a copy of such teacher's contract has been filed with him as herein provided, and unless he shall have received satisfactory evidence that such teacher has been elected in strict accordance with this section. No contract for teachers' salaries shall be made during any year to extend beyond the term of office of the committee, nor for more money than accrues to the credit of the district for the fiscal year during which the contract is made.

2. The Care of School Property.—The school committee shall be intrusted with the care and custody of all schoolhouses, schoolhouse sites, grounds, books, apparatus, or other public school property in the township, with full power to control the same as they may deem best for the interest of the public schools and the cause of education.

3. In Keeping a Record Book.—The school committee for each township or district shall keep a book in which shall be recorded an itemized statement of all moneys apportioned to, received and expended by them for each school, and a copy of all contracts made by them with teachers. The committee shall have authority to purchase the supplies necessary for conducting the schools and for repairs, to an amount not to exceed in the aggregate the sum of twenty-five dollars in any one year for each school; but nothing in this section shall be so construed as to give school committees the right to make expenditures without the order of the county board.

[How many committees keep such a record? The county superintendent should furnish the committee a record book for the above purpose.—Editor.]

4. Has a Record of All Such Children Been Made?—The committee shall furnish to the teacher at the opening of the school a complete copy of the census furnished to the county superintendent, which shall be recorded by the teacher in the school register. The census record entered in the register shall show the name, age, and sex of each child of school age in that district, together with the names and addresses

of the parents or guardians. The census report shall show also the number of children of compulsory attendance age, and the committee shall furnish the attendance officer a separate list of all children subject to compulsory attendance, containing the name, age, race, and sex of each and the names of their parents or guardians.

There shall also be reported, by race and sex, the number and names of all persons between the ages of twelve and twenty-one who cannot read and write, and the number and names, by race and sex, of all persons over twenty-one years of age who cannot read and write, and the number of deaf and dumb and blind between the ages of six and twenty-one years, designating the race and sex and the address of the parents or guardians of such children.

5. The Teacher Shall Report to the Committee.—At the end of every term of a public school the teacher or principal of the school shall exhibit to the school committee a statement of the number of pupils, male and female, the average daily attendance, the number of pupils completing the elementary grades, the length of term, and the time taught. If the committee is satisfied that the provisions of this chapter have been complied with, they shall give an order on the treasurer of the county school fund, payable to such teacher, for the full amount due for services rendered; but monthly, and, if required by the county superintendent, weekly statements and reports shall be made by the teacher to the committee and to the county superintendent. Orders on the treasurer shall be valid when signed by two members of the committee and countersigned by the county superintendent. When a monthly or weekly report of any school where the district does not contain over one hundred and fifty children shows an average daily attendance of less than one-fifth of the school census, the committee may, with the approval of the county superintendent of schools, order the school to be closed, and the money due such school shall remain to the credit of that school; but all funds remaining to the credit of such school at the close of the school year, unused because of non-attendance, shall be returned to the general fund for reapportionment, unless such non-attendance shall have been caused by providential or other unavoidable causes.

[How many committeemen require the teachers to report to them, or ever see a report of the work of the teachers?—Editor.]

OREGON STUDENTS AGAINST CIGARETTES.

Cigarettes are not sold at the new co-operative store of the University of Oregon students, although the store is not on University property. The student directors have decided temporarily against cigarettes, and the injunction is likely to stand. The students also have an unwritten law against smoking of any kind on the campus.—University of Oregon News Bulletin.

A COURSE IN PHYSICAL TRAINING FOR THE PUBLIC SCHOOLS

The Commissioner of Education of New York State is urging the schools of his State to adopt a course in physical training that has been prepared by Dr. Thomas A. Storey, State Inspector of Physical Training. New York State has a law enacted by the General Assembly last May providing for the compulsory teaching "of the ways and rules of health," and this course is in response to that law.

Dr. Finley says that the entire program is probably the most comprehensive ever authorized by the government of any State or country for the health, education and physical training of school children. The syllabus for this work, together with notes and instructions to the teachers, is a book of many pages, but the outline for the elementary and secondary school is as follows:

1. Physical training A: Correlation with school medical inspection, daily inspection of every class by the regular class teacher.
2. Physical training B: Setting up drills of at least two minutes' duration at the beginning of each class period, or at least four times every school day, under the direction of the regular class teacher.
3. Physical training C: Talks on hygiene, two ten or fifteen minute periods a week, under the regular class teacher or a teacher appointed for this special work (to go into effect September, 1917.)

Physical training D: Supervised recreation, organized play, and athletics.

(a) Immediate Requirement—Physical training E may be substituted.

(1) Sixty minutes each week under the regular class teacher, a special teacher, or both.

(b) Additional recreational requirement, to go into effect not later than September, 1917.

(1) For schools with adequate equipment a minimum of four hours a week, at least one of which must be covered in the regular school program; the other three hours may be satisfied by equivalents accepted from the home or community activities of the child.

(2) For schools without adequate equipment for supervised recreation a minimum of three hours a week will be required, all of which may be covered by equivalents accepted from the home or community activities of the child. This requirement for inadequately equipped schools must not be regarded as permanent or satisfactory. All schools should eventually make provision for meeting the requirement as outlined above in paragraph 1.

5. Physical training E: Gymnastic drills, sixty minutes a week, under special teacher of physical training.

(a) Immediate requirement—May substitute the immediate requirement in physical training D, supervised recreation, sixty minutes a week, for this requirement in gymnastic drills.

(b) Additional requirement, to go into effect not later than September, 1917. All schools in which there is adequate space and equipment for gymnastic activities will provide a minimum of sixty minutes each week, distributed in at least two periods a week.

There is specific provisions for allowing students to substitute for the school work, beyond the 100

minutes, any approved occupation or diversion at home or elsewhere that affords healthful exercise.

"The possibilities of this program of physical training," says Dr. Finley, "will not be realized rapidly. Thousands of schools will be unable to apply at once the plan proposed for ultimate adoption, but all should, and undoubtedly will, be able to meet the minimum requirement set for this year. All schools can co-operate more intimately with the State or municipal medical inspection. All will be able to give talks and recitations in hygiene, as now; and all will be able to carry out a part at least of the requirement in physical exercises.

"The setting-up drills are easily applied by any teacher in any school. The supervised recreational requirement will be made more easily in many schools through the substitution of equivalents suggested by the Military Training Commission. These equivalents may be athletics (under the supervision of the school), with field work in botany or geology and the like; walking to school, delivering milk, membership in an active club or other organization in which there is a recreational equivalent, and so on. The gymnastic requirement will encounter the greatest amount of difficulty. In the winter months and during inclement weather only those schools with indoor space for gymnastic activities will be able to meet this requirement, but at other times the school yard should afford most of the opportunities of an indoor gymnasium. In the course of time all school buildings should be provided with such space as will not only serve for gymnastics and drills but for play, games, competitions, entertainments, and community gatherings, especially in the rural districts of the State.

"Pupils and teachers must benefit by the rational application of the plan (they cannot escape profiting from it if they apply it). If our boys and girls are taught effective health habits today, they and the State will profit tomorrow through a healthier, happier, and more vigorous citizenship.

"The program of physical training will have its compensation in less sickness, longer lives, and greater human efficiency—and that means greater economic benefit as well as higher effort and nobler accomplishments."

REAL ECONOMY.

Among the Japanese, thrift is a virtue in high esteem. Two old misers of Tokyo were one day discussing ways and means of saving.

"I manage to make a fan last about twenty years," said one. "I don't open the whole fan wastefully and wave it carelessly about. I open only one section at a time. That is good for about a year. Then I open the next, and so on until the fan is used up."

"Twenty years for a good fan!" exclaimed the other. "What sinful extravagance! In my family we use a fan for two or three generations, and this is how we do it: We open the whole fan, but we don't wear it out by waving it. We hold it still, like this, under our nose, and wave our faces!"
—The Youth's Companion.

THE SUNSHINE BOY FROM NORTH CAROLINA

Rad H. Reed tells a very interesting story in the "Van Leuven Browne National Magazine" of a North Carolina boy who is almost a miracle. It is a story of Lee Mabry whose series of misfortunes have been sufficient to destroy the average youth:

There are thousands of cripples all over America who suffer mental and physical agonies untold, but the life of Lee Mabry, Porter, North Carolina, should cause The Commercial Appeal readers to live the glad game, to live happier and to be more thankful to God for His kindness and wonderful mercies. What this boy is doing under circumstances almost unbearable is an inspiration to thousands who know him and who read his cheerful "friend to man" paper, "The Sunny South Sunshine."

In 1906, while hauling a load of wood to his home, the team ran away and Lee was violently thrown to the ground. Several sticks of wood fell on him and broke his collar bone, left arm and right leg, besides crushing three joints of his backbone. This caused paralysis from heart down and ever since he has been unable to walk. At the time he was expected to die, but that pluck of his yet so evident in his daily life kept him living, and today he is a blessing to those who once saw the dark side of existence and have renewed their lives through the influence of this boy's struggles. Having only a mother to help him, and the finances being small, Lee was denied an operation or expert surgical treatment. In 1911 his good mother died and the next year his friends made it possible to travel to New York for examination by a specialist. But it was too late; the crushed bones and muscles had grown into a position where an operation would be useless. So Lee came home undaunted—came home to make the most of his life. But while in New York a lady read a notice of Lee's arrival in the Brooklyn Eagle, and later sent him a typewriter that is now seen on his adjustable table. With that in his possession Lee began to dream of doing good for his fellowman, and the Sunny South Sunshine, a four-page monthly, breathing brightness and joy of life, was the result. Now he has 5,000 actual subscribers and addresses every one of them on his typewriter. How about that for pluck? Think of 5,000 names to write every month. Some day he hopes to get enough money to have linotyped addresses—in the meantime, writing and writing all day long.

Tronble didn't stop with the first accident, for about three or four years ago a wrong movement while sitting in a buggy after church service caused his right leg to be broken again, and some time after that he fell from his chair and broke his left leg, also dislocating the right knee joint. With all of his trials and suffering, Lee has been optimistic and still glad that part of his body is left to try to help the other fellow. Notice his cap hanging on the wall—a reminder of the days gone by when life was free and easy; when legs and backbone were helping him to run about the farm. Think of his life, readers—would you give up or go to it and win like he has done? He has killed the blues before they or "it" killed him, and the man who can become a "murderer" in that way shall have eternal freedom.

Lee's biggest hope is to build one of the best equipped and homelike homes for cripples in the

country, where they can learn the professions as best suited to their physical capacities. God gives a brain to most cripples who apply it to useful undertakings—generally helping others see the brighter side of life and making their position more comfortable with modern invalid beds and chairs.

Says Lee, in his usual vigorous style: "You can probably imagine something about what a big, homey home I am always dreaming of, but whether I will live to materialize this great hope I do not know. But if a man has the pluck and the 'gumption' to go for a thing and 'stick' till the very finish there is nothing too big to be accomplished. With God's help I mean to accomplish something for the cause, and just as big a something as the grit in my craw will grit—not for name or fame, but for poor suffering humanity."

Listen again to his words: "After my accident that left me in this crippled state (some people would call it an 'awful state') I used to pray to God for hours every night to make me well again. Sometimes I would roll off the bed and try to walk anyhow. Finally I realized just how helpless I was and then I quit the selfish prayer and began to thank God for His kindness unto me to leave a little spark of life so that I could help His suffering people."

Hundreds of letters come to him saying he is preaching a sermon worth untold happiness to his friends, even if he did no more than lie there flat on his back and smile the smile that won't come off. His cheerfulness has helped him win the game, and so he goes on through life, helpless in body, but a giant in mind and soul, a blessing to his people and a servant of the eternal Christ who went His way doing good.—The Commercial Appeal.

NO EMPLOYMENT FOR CIGARETTE SMOKERS.

When two men such as Edison and Ford join in the crusade against cigarettes, no father or mother can fail to look with anxiety upon the beginning of the habit in a son or daughter. Mr. Ford says to his friend, the American boy: "If you will study the history of almost any criminal, you will find that he is an inveterate cigarette smoker. Boys who smoke cigarettes, as a usual thing, go with other smokers to the pool-rooms and saloons. The cigarette drags them down. Hence, if we can educate them to the dangers of smoking, we shall perform a service."

Mr. Edison says, in speaking of the degeneration produced by narcotics and cigarettes: "Unlike most narcotics, this degeneration is permanent and uncontrollable. I employ no person who smokes cigarettes." This is a lesson that every father and mother may well take to heart. Already some of the greatest industries in this country, especially the railways refuse to employ any one who uses alcoholic beverages. Now one of the greatest industries of this country, that presided over by Mr. Edison, refuses to employ any one who smokes cigarettes. It is not difficult to see that the boy who learns to use tobacco is loading himself with a heavy handicap for the race of life. He is excluding himself from employment in some of the greatest industries in the world.—Harvey W. Wiley in Good House-keeping.

MRS. WINSTEAD'S MOONLIGHT SCHOOL

Supt. Charles L. Coon, Wilson County.

A moonlight school was organized at Page's schoolhouse, Taylor's township, Wilson County, by Mrs. Minnie C. Winstead on March 13, 1916, and was continued to June 30, 1916. The average attendance was 17 pupils during that entire period.

On September 4, 1916, this moonlight school was re-organized by Mrs. Winstead. Up to the first day of November the average attendance this fall was 12 pupils.

The ages of those attending this school have ranged from 8 to 60. Mrs. Winstead says she will continue this school as long as any one will attend.

Here are some letters written by those Mrs. Winstead is teaching, just as they were written, followed by her comments:

Elm City, N. C.
November 22, 1916.

Dear Mrs. Winstead

I will write to you to let you know how I like the moon light school I like it very well and I think I am learning fast and I learnt how to spell and read and rite so I will close from

Paul Batts

(Forty years old and never been to school.)

Elm city n. c.
november 22' 1916.

Dear Miss Winstead

I will write you a letter and tell you how I like the moon light school and I think I am learning very fast dont you I will close for this time so good by
from Leon Jenkins.

(Very bright. 21 years old and never been to school bnt one day.)

Elm city, N. C.
november 22 1916.

Dear Mrs. Winstead

I want to tell you how I am like the chool I like it very much and will hate when it stop I am lern very fast and think I will lern something If I try very haird and I am lern how to work arithmetics and to write a letter and to read very truly yours

Susan Batts

(19 years old but had never been to school.)

I am sure the thanks of all right thinking people are due Mrs. Winstead for the work she is doing. I want to say that I know of no one in Wilson county who has done more than she has to help her neighbors. Besides this moonlight school Mrs. Winstead has organized a canning club in her neighborhood and is a helper in the Sunday school. Mrs. Winstead has a household and a farm to look after. What this excellent woman is doing for her neighborhood ought to be an inspiration to all of us to do more to help the needy and unfortunate around us. How small this story must make some of us teachers feel. Mrs. Winstead is not a licensed teacher on the pay roll of this county. But she deserves to have a first grade life certificate and a good salary.

This brief tribute is due her while she is still living and working. I wish this might inspire others to say a word of encouragement to her. I wish, too, that those who read these lines might be inspired thereby to say a word of cheer to the teacher who toils with their own children six hours each day.

School Room Methods and Devices.

CONDUCTING A READING LESSON

By C. L. Coon.

There are five points in the study of every lesson which teachers ought to emphasize. These are the following:

1. The assignment: The assignment must call for a conclusion based on the facts of the lesson.
2. Organizing the facts: This is a brief statement and arrangement of the essential facts of the lesson.
3. Judging the value of the facts: Deciding which is the most important fact in the lesson.
4. Conclusion: This is a statement based on the assignment which tells what all the facts taken together mean.
5. Initiative: This is a statement by the pupils as to how they may apply the facts of the lesson.

Below are two short lessons worked out according to the plan suggested above. Study them carefully.

Sour Grapes.

(Text: Howell's First Reader, p. 22).

1. Assignment: Let us study this story to find out why the fox said the grapes were sour.
2. Organizing the facts:
 - a. One hot summer day a fox saw a grape vine

full of sweet grapes on a cool shady tree by the roadside.

b. The hungry, tired fox thought he would make his dinner on those grapes.

c. So he jumped up and tried to reach the grapes, but could not.

d. After trying many times to get the grapes, and failing each time, he trotted away saying they were sour anyway.

3. Judging the value of the facts:

The most important fact in this fable is that the fox said the grapes were sour!

4. Conclusion: Now why did the fox say the grapes were sour? He said the grapes were sour, when he knew they were sweet, to conceal his disappointment.

5. Initiative: As a result of teaching this lesson, I wish my pupils not to act or to tell a lie to conceal their actual feelings over some disappointment, as the fox did. And I wish my pupils, when they are disappointed, to be manly enough to say so and not to act like the fox, giving others an opportunity to say 'sour grapes' at them.

The Fox and the Crow.

(Text: Howell First Reader, p. 58)

1. Assignment: Let us study this lesson to find

out what mistake the crow made.

2. Organizing the facts:

a. One day a crow stole a piece of cheese from a window and flew to the limb of a tree to eat the cheese.

b. A hungry fox in the near by woods saw the crow with the cheese in her mouth and planned how he might get the cheese.

c. The fox came to the root of the tree and told the crow that she was a very beautiful bird, but the crow made no reply.

d. Then the fox ask the crow to sing him a song, saying that such a beautiful bird must have a beautiful voice.

e. This speech of the fox so pleased the crow that she forgot all about the cheese and opened her mouth to sing. Of course she dropped her cheese and the fox soon ate it up and paid no further attention to the poor caw-cawing of the silly crow.

3. Judging the value of the facts: The most important fact in the lesson is that the crow tried to sing and dropped her cheese.

4. Conclusion: Now what mistake did the crow make? Evidently she made the mistake of listening to the lying, flattering words of the hungry fox.

5. Initiative: As a result of teaching this lesson, I wish my pupils to see that they will make a mistake to listen to the flattering words or speeches of those who try by such means to deceive them and cause them to try to do things which they really can't do or ought not to try to do.

A PRACTICAL PROBLEM IN ARITHMETIC.

By W. G. Farror.

Having a class in arithmetic that had just finished lumber measure, I decided I would let them work out how many feet there were in our new wood-house and the cost.

The first thing I told them to do was to get the number of feet in the framing, which they did with very little trouble. Next I told them to get the area of the sides and ends, and find out the number of feet in them. They next counted the planks used for sheeting and found the number of feet in those. I next had them to find the number of feet in the top. The measurements being complete I found out the cost of the lumber per hundred feet, and also the cost of the tin per square and had them figure the cost.

After the cost had all been figured I had them to find out how many cords of wood the house would hold.

They all seemed to take a special delight in this work, because they could see what they were doing and were not working blindly in a book.

TEACH THE ROMAN NUMERALS.

Roman numerals must be taught early in the school life, for we are constantly coming upon them. It takes only one or two lessons to teach them to young children, but it takes weeks and months for the majority of a class to learn them and read and write them quickly and intelligently.

Librarians say that much annoyance is caused by book takers who can not read Roman numerals. Some of the primary arithmetics devote two pages or so to them, which is a very good beginning, but no text-book could be made large enough to teach

any one subject, and it must be supplemented by the teacher's brain.

After the Roman numerals are thoroughly taught, it is none too often to devote one period of busy work a week to translating twenty or thirty Arabic to Roman numbers, until there is a reasonable amount of perfection in doing it. Children forget so much unless there is frequent drill.

Lessons.

Give the number of pupils in the grade in Arabic, then in Roman. Give the number of boys, then the number of girls, in like manner. Double the number of each then double the total in like manner. If the pupils have any difficulty drill them on the Roman table from I to X then build up to XX and so on to C.

USE OF DICTIONARY.

By C. L. Coon.

(How many teachers can answer these questions? Superintendent Coon will answer them in February *Education*.)

1. Make and name the diacritical marks. Illustrate each.

2. Where is the key line? What does it contain? Use?

3. Give the meaning of the dictionary abbreviations: Arch., A. S., cf., colloq., e. g., imp., Mus., obs., obsoles, p. p., p. pr., pret., Prov., q. v., Sun., vb. n., viz., usu., v. t., v. i.

4. Guide words—where found? What each indicates? Use?

5. Give meaning:

(a) || Used before a word in its vocabulary entrance.

(b) Figures following respelling of words.

(c) Figures used in connection with pictures—fraction 2-3 after leech for example.

6. How does the dictionary help you to pronounce a word?

7. How are compound or hyphenated words distinguished in the dictionary from other words with hyphen between syllables?

8. In what way is syllabication indicated in the dictionary?

9. What directions would you give a pupil to enable him to select the right meaning for a word in any given sentence?

10. What aid will the dictionary give you from the standpoint of (a) grammar, (b) spelling, (c) composition.

PIONEER STORIES IN GRAMMAR GRADES.

Mrs. R. K. Bryan, Scott's Hill.

The synopsis of Dr. J. A. Leash's lecture in *North Carolina Education* for last March on the value of pioneer stories in the grammar grades appealed to me as one of the best ways to interest children in library reading. As he says, "we can forgive the pioneer for all his meanness and crossness and inhumanity and just admire the whole-hearted rugged soul."

To interest children in this type of manhood and womanhood, with its bravery, endurance, fortitude and self-denial is to have taken a step toward strong character building.

I have used these stories with good results in the grammar grades.

A SILENT READING TEST

The Southern School News publishes a group of tests in silent reading which is given below. The best way to use these tests is to have as many copies of each as there are children in the room, give each a copy, and after allowing time sufficient, request each one to write in the blank or square what the test calls for. This should be done by the child without any explanation from the teacher or any other pupil. If it is not convenient for the teacher to have as many copies of each as there are pupils, the teacher could write one at the time on the board and let the children copy it. These tests are for children of the sixth, seventh and eighth grades. Try them and see how well your children can read understandingly. The grad- ing values are indicated in parenthesis.

1.

(2) The air near the ceiling of a room is warm, while on the floor it is cold. Two boys are in a room, James on the floor and Harry on a box eight feet high. Which boy has the warmer place?

2.

(3) If gray is darker than white and black is darker than gray, what color of those named in this sentence is lighter than gray?

3.

(3) We can see through glass, so we call it transparent. We can not see through iron, so we call it opaque. Is wood opaque, or is it transparent?

4.

(4) My shepherd dog can run faster than any of my father's large herd of cattle, but he will not chase a rabbit because he learned long ago that a rabbit could easily outrun him. If my dog is no slower than other shepherd dogs, draw a line under the fastest runner of the three animals named below.

rabbit shepherd dog cow

5.

(4) If you find a word in this sentence which may be used to denote color, draw a line under it, but if you do not find such a word, draw a line under the first word of the sentence.

6.

(4) In going to school, James has to pass John's house, but does not pass Frank's. If Harry goes to school with James, whose house will Harry pass, John's or Frank's?

7.

(5) A boy goes to school in the morning, goes home at noon for lunch, returns to school at 1 o'clock, and returns home at 4 o'clock. How many times does he travel the distance between home and school that day?

8.

(5) Here are two squares. Draw a line from the upper left-hand corner of the small square to the lower right-hand corner of the large square.



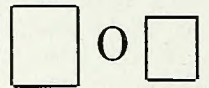
9.

(6) A farmer puts one-half the hay from his field into the first stack, then two-thirds of what

is left into a second stack, and the remainder into a third stack. Which stack is the largest?

10.

(8) There are two squares and a circle. If the circle is the largest of the three, put a cross in it. If the square is smaller than the circle, put a cross in the large square. If both squares are smaller than the circle, put a cross in the small square.



11.

(8) Read these carefully:

Bears are larger than bugs.

Houses are larger than bears.

Then bugs are not as large as mountains.

I have tried to make no false statement among these four. If I have succeeded, underline the word success. If I have failed, underline the word failure.

success failure

12.

(8) If a man takes an hour to walk around a square, each side of which is a mile in length, how long will it take him to walk eight miles?

13.

(10) A list of words is given below. One of them is needed to complete the thought in the following sentence: The roads became muddy when the snow—

Do not put the missing word in the blank space left in the sentence, but put a cross below the word in the list which is next above the word needed in the sentence.

water

is

melted

snow

TEACHING, READING, ARITHMETIC, SPELLING AND LANGUAGE THROUGH COOKING.

The National Department of Agriculture is rendering a fine service in its Co-operative Extension Work in Agriculture and Home Economics. Its latest bulletin on the "Use of Poultry Club Products" should be in the hands of every domestic science teacher in the State. The teachers of the public schools could use the bulletin also. The pupils might take the recipes home with them and prove their value. Next day there could be a lesson that would be of great value. Yes, the teacher can instruct the club in cooking without the use of a stove or any equipment in the school room. Use the equipment of the home.

Girls could copy the recipes from dictation and learn much about writing. They could tell the results of their investigation at home and improve their language. They could use the units of measure and learn some arithmetic that is worth while. Reading, writing, spelling, language and arithmetic could be taught under the most favorable circumstances, because the aids used in the instruction are very valuable as knowledge. Here is a real force at work that could be used by every teacher in the State. This was Pestalozzi's method and these were the aids he used.

A PAGE OF POEMS FOR JANUARY

Winter.

O wonderful world of white!
 When trees are hung with lace,
 And the rough winds chide,
 And snowflakes hide
 Each bleak unsheltered place;
 When birds and brooks are dumb,—what then?
 Oh, round we go to the green again.

—Selected.

¶ ¶ ¶

Always Speak the Truth.

Be the matter what it may,
 Always speak the truth;
 If at work or if at play,
 Always speak the truth.

¶ ¶ ¶

The Obligation of Friendship.

You ought to be fine for the sake of the folks
 Who think you are fine.
 If others have faith in you doubly you're bound
 To stick to the line.
 It's not only on you that dishonor descends;
 You can't hurt yourself without hurting your
 friends.

You ought to be true for the sake of the folks
 Who believe you are true.
 You never should stoop to a deed that your friends
 ..Think you wouldn't do.
 If you're false to yourself, be the blemish but small,
 You have injured your friends; you've been false to
 them all.

For friendship, my boy, is a bond between men
 That is founded on truth;
 It believes in the best of the ones that it loves,
 Whether old man or youth,
 And the stern rule it lays down for me and for you
 Is to be what our friends think we are through and
 through.

—Ex.

¶ ¶ ¶

Our Heroes.

Here's a hand to the boy who has courage
 To do what he knows to be right;
 When he falls in the way of temptation
 He has a hard battle to fight.
 Who strives against self and his comrades.
 Will find a most powerful foe;
 All honor to him if he conquers.
 A cheer for the boy who says, "No!"

There's many a battle fought daily.
 The world knows nothing about;
 There's many a brave little soldier
 Whose strength puts a legion to route.
 And he who fights sin single-handed
 Is more of a hero, I say,
 Than he who leads soldiers to battle,
 And conquers by arms in the fray.
 Be steadfast, my boy, when you're tempted,
 To do what you know to be right;
 Stand firm by the colors of manhood,
 And you will o'er come in the fight.
 "The right," be your battle-cry ever
 In waging the warfare of life;
 And God, who knows who are the heroes,
 Will give you the strength for the strife.

—Phoebe Cary.

THE BABY.

I use' to be the baby
 'Fore the other baby came,
 I didn't know that maybe
 I'd have to change my name;
 But now I'm only "Brother,"
 He's "Mother's precious pet"
 (I guess she's stayed my mother,
 But I haven't ast her yet.)

I thought, though he was tiny
 And he looked so very queer;
 He'd get over being whiny,
 When he found that I was here.
 I thought before we knew it
 We'd be chummy as could be;
 But I ain't goin' to do it,
 'Cause he isn't nice to me.

I mustn't even hold him
 Lss he drops onto the floor,
 An' it doesn't do to scold him;
 It just starts him in to roar.
 I am goin' on to seven,
 And I go to bed alone;
 But I wish he'd stayed in heaven
 Till he'd got a little grown.

P'r'aps some day there'll come another,
 It would be a funny joke;
 Then he'd have to be the brother
 An' be told his "nose was broke."
 It would start him yellin' maybe,
 But I'd tell him just the same,
 That he couldn't be the baby
 When the other baby came.

—Ethel M. Kelley, in the September St. Nichols.

¶ ¶ ¶

ONWARD.

Thank God a man can grow!
 He is not bound
 With earthward gaze to creep along the ground;
 Though his beginnings be but poor and low,
 Thank God a man can grow!
 The fire upon his altars may burn dim,
 The torch he lighted may in darkness fail,—
 And nothing to rekindle it avail,—
 But high beyond his dull horizon's rim,
 Arcturus and the Pleiads beckon him!
 —Florence Earle Coates, in Atlantic Monthly,
 December, 1906.

CHEERING.

Mistress—"I shall be very lonely, Bridget, if you
 leave me."
 Bridget—"Don't worry, mum. I'll not go until
 ye have a houseful of company."—Boston Tran-

No reading of books can develop a great person-
 ality; nothing can make you great but thought;
 therefore, Think, **Think**, **THINK**!—Wallace W. Wat-
 tles: The Science of Being Grate.

Do not forget that no numbers of **North Carolina
 Education** are published for the vacation months of
 July and August. The next issue will be the Sep-
 tember number.

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Teachers should try the reading test that appears elsewhere in this number of **Education**. Follow the suggestions and see how well your pupils can read.

The Southern Educational Bureau of Raleigh has entered upon the twenty-sixth year of service in the cause of securing positions for teachers. The Mutual Teachers' Agency of Virginia has been consolidated with the Bureau with an experienced Agency Manager in charge.

Dr. Charles A. McMurtry, of George Peabody College for Teachers, Nashville, Tenn., writes the Editor, "I have been reading your last number of **North Carolina Education**, and I wish to say that in its content and variety of good material, it is very fine."

The National Association of State Supervisors and Inspectors of Rural School will hold its next annual meeting in conjunction with the Department of Superintendence of the National Education Association at Kansas City, Mo., February 28th to March 2nd, 1917.

Supt. E. W. Joyner, of Dare, writes: "**North Carolina Education** is growing better all the time and it is my earnest desire to see each teacher in the county subscribe for it." And he is a superintendent who does not stop with desiring—he is sending in the subscriptions.

How many school principals understand the state of the school finances, so thoroughly that they can make helpful recommendations to their boards? This is an important matter and school men should study the business side of the school with as much care as they study the course of instruction.

Teachers who desire a good method for teaching children to write a composition may follow with considerable profit the method used by Miss Neta Boyce, fifth grade teacher in the Roanoke Rapids School. A full account of her work appeared in

December **Education**, page 15. Inexperienced teachers should keep this page before them until they develop a method of their own.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES.

The twenty-second annual meeting of the Association of Colleges and Secondary Schools of the Southern States was held at Trinity College, November 16-17. About one hundred delegates representing all the Southern States were present.

One important part of this Association is the work of the Accrediting Committee that classifies the secondary schools and fixes the standards by which the schools are measured.

Since this is an important part of the Association the discussion revolves around the question of standards.

We shall have more to say later about the work of the Association as it relates to the secondary schools in North Carolina.

A LESSON ON GOVERNMENT.

Now is the time to teach all children and especially the upper grammar and high school classes some phases of civil government. The General Assembly convenes in January. How will it be organized? Who will be the presiding officer of the Senate and how is he elected? Who will be the presiding officer of the House and how is he elected? What other officers are needed and how are they elected? What committees will be appointed and why? What part does the Governor take in the work of the General Assembly? How does a bill become a law?

Teachers should read the daily papers and each day tell the pupils of the work of the General Assembly. The whole State is now interested in this department of government. Therefore, it is the time to teach children some real civil government.

AS TO EXAMINATIONS.

A city school teacher writes the Editor that she is informed "that you are in favor of abolishing examinations" and she requests him to "send me any material that you may have relating to the subject."

The meaning of the word "Examination" is interpreted variously. Therefore, there are many different kinds of exercises labeled "examinations." For example, a personal interview with a pupil or a teacher might be the best kind of an examination. The evil, however, is found in the habit of waiting until pupils have reached a given date in the school year when a number of isolated and disconnected questions is asked in order for the teacher to learn how much of the term's work the pupils can recall. Such an examination is little or no test of judgment, or power or skill. It is a memory test.

Much of the dishonest work in school is the result of these memory tests, since the chief value of knowledge seems to be found in the one act of reproducing a fractional part on paper.

Examinations may become valuable aids in the education of the child, as—

1. Frequent reviews, oral or written, in order to measure the progress of students from week to week or month to month.

2. Generalization or summaries at the conclusion of a topic or book in order to give the pupil an idea of the whole.

3. Problems of a practical nature that will require of the pupil the assimilated knowledge of a topic in order to solve them.

The chief trouble is found in the fact that many teachers have too narrow a meaning of the word "Examination."

ARE STUDENTS GROWING MORE DEFICIENT IN THEIR KNOWLEDGE OF THE BIBLE?

Supintendent J. H. Phillips of Birmingham gave a test recently to see what knowledge of the Bible the elementary grades possessed. In writing of the test Superintendent Phillips said that the pupils of the higher elementary grades were requested to write from memory the Lord's prayer.

"The test was submitted to more than 5,000 pupils," he said. "As might have been easily anticipated, the results were very surprising. Any attempt at accurate classification of the papers would be impossible. In the second grades, only about 25 per cent could reproduce it in such manner as to show that it had been verbally memorized. In the seventh grade, the highest in which the test was submitted, only about 50 per cent could reproduce it in writing with a fair degree of accuracy. In the intermediate grades, the percentage of fairly accurate reproduction varied from 25 to 50. It was a revelation to the teachers to find scores of pupils who had participated every morning in the concert repetition of the Lord's prayer unable to reproduce it consecutively in writing, or even to repeat it alone. A rough classification of the 5,000 pupils participating in the test would be as follows:

1. Number regarded as perfect, 5 per cent.
2. Number regarded perfect in subject matter, but defective in spelling, punctuation, etc, 30 per cent.
3. Number using wrong words or phrases, 20 per cent.
4. Number showing only partial knowledge, 20 per cent.
5. Number showing entire lack of knowledge, 25 per cent.

One principal, in reporting the results of the test, says:

"The result of the test that surprised me most was not that children could not write the prayer correctly, but that there were so many who could not repeat it individually. In the second grades, out of 68 pupils, only 46 could repeat the prayer. In

one of our sixth grades, where this prayer has been repeated every morning this term, there was only one child perfect. Eighteen showed inability to write it at all. The Catholic creed, the Twenty-Third Psalm, and 'Now I lay me down to sleep' were frequently confused with the Lord's Prayer."

SHOULD WE TEACH SIX DAYS A WEEK?

By M. L. Early, Clemmons, N. C.

I read with interest the article by Mr. McBrien on lengthening the term of our rural schools; also the original by Mr. Poe in the *Progressive Farmer*.

Most surely we need to improve our Southern rural schools. But Mr. Poe's figures tend to lead us to a somewhat erroneous conclusion. The mere fact that Massachusetts and Ohio have practically twice as long school terms as we have does not necessarily mean that their children get twice as much schooling and twice as many chances for success in life as our children. While their children finish the seventh grade at 13 and 14, many of ours make up for the short term and lost time completing the work at 16 or 18. For instance, the average age of our eighth grade student is 17. The writer had a chance at college only after 22. Thus a great many of our boys and girls get an excellent education even under the disadvantages of short terms and working on the farms for six or seven months during the year. Of course the children in the more favored States get the same thing in life from two to four years earlier than ours.

Regardless of what other States may do, it seems to me that the Southern rural school, on account of our system of farming and our climate, is chained to a comparatively short term for the present and near future. Our larger boys are needed on the farms much of the year. Frankly, who is to be hired to take their places and often where is the pay of hiring to come from? We had just as well face the facts.

But I do see one sensible way by which we can lengthen our school work and still keep the terms short—run six days in the week just as all other business enterprises do. Why not? Verily, I do not believe our children would be overworked. From personal observation and experience this seems to be the best present means of lengthening our rural terms. To the five-day system (taken from the ancients) we are bound only by custom. To the six months' term we are bound largely by necessity of our system of farming and climate.

At the Clemmons Farm-Life School we are seriously thinking of changing or trying to change to a six-day school week, and thus accomplish eight present-time months in seven. There will be objections, to be sure, but I believe our people will see the logic in this plan and take hold.

If he'd been anybody but a teacher, I think he'd have looked discouraged; but teachers have no business with discouragement.—Lighton's "Happy Hollow Farm."

Few men ever get rich on a salary alone. But the habit of thrift can be acquired on the smallest salary, and that habit has made many rich.—MacGregor's Book of Thrift.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1916-1917.

THE READING CIRCLE FOR JANUARY.

The book to be used in the spring term is *Public School Education in North Carolina*, by Edgar W. Knight. Teachers should secure copies of this book at once.

I

First Assignment

Read the Preface and Chapters I to IV, Inclusive.

What do you understand by the term "history of education?" By the term "professionalizing the teacher?" How can the history of education be of help to the teacher? What is the practical value of the subject?

Chapter I. Why was educational growth slow in colonial North Carolina? Study the questions at the end of this chapter, noting especially 1, 2, 3, 6, 7, 8, and 9.

Chapter II. Study the suggestions at the end of this chapter, noting especially questions 1, 3, 4, 5, 6, 8, 9, 10. Is there anything in our modern educational system which suggests the principle of the old apprenticeship system?

Chapter III. Distinguish between North Carolina under the lords proprietors and under royal ownership. Note any change in education after the change in ownership in 1729. Study questions 4, 5, 6, 7, 8, 9, and 10, at the end of the chapter.

Chapter IV. Read this chapter carefully, noting anything of educational or historical interest in your county during the time covered by the period discussed here. What academies were in your county? Study questions 3, 4, 5, 6, 7, and 8. Discuss in your teachers' meeting questions 9, 10, and 11. Consider questions 12 and 13 and discuss the method of teaching referred to in 13.

II

Second Assignment

Read Chapters V to VIII, Inclusive.

Chapter V. Read this chapter carefully, studying the report made by Murphey in 1817. How did his plan for a school system differ from the one proposed by Walker the same year? Study questions 1, 2, 4, 5, 7, 9, and 10. What arguments did the governors of the period use in recommending the establishment of schools?

Chapter VI. Note the growth of sentiment in favor of the establishment of a school fund. Note the origin of the fund established in 1825, trace its growth, and study its uses before the war, its final loss, and its reorganization in 1903. Then study all the questions at the end of the chapter, noting especially 1, 2, 3, 4, 6, 7, 10, and 11.

Chapter VII. Why was so little accomplished for education between 1825 and 1837? Study the open letter which appeared in *The Raleigh Register*, and quoted in this chapter, and note the arguments made against education. Have you ever heard in your community similar arguments against public educational improvement? Study the letters of Dr. Caldwell given in this chapter. Then note questions 2, 3, 4, 5, 6, 8, and 9.

Chapter VIII. Compare the law passed in 1839 with the present school law of the State. Compare the course of study provided for by the earlier law with the present course for the schools. Consider and discuss questions 1, 2, 4, 5, 6, 7, 8, and 9.

A discussion of these topics will appear in the February number.

ONE HUNDRED TROUBLESOME WORDS.

The following words are fairly entitled to be called the hundred worst words. Probably they are more often misspelled by high school pupils than are any other 100 words in the language:

1 accept	51 peace
2 accommodate	52 piece
3 affect	53 plain
4 all right	54 plane
5 already	55 planed
6 angel	56 planned
7 angle	57 precede
8 athletic	58 prejudice
9 believe	59 preparation
10 benefit	60 principal
11 business	61 principle
12 calendar	62 privilege
13 committee	63 proceed
14 complement	64 professor
15 compliment	65 quiet
16 describe	66 quite
17 din	67 receive
18 dine	68 recommend
19 diner	69 refer
20 dining	70 referred
21 dinner	71 seize
22 disappear	72 separate
23 disappoint	73 shepherd
24 effect	74 seige
25 eighth	75 similar
26 equal	76 stationary
27 equation	77 stationery
28 except	78 stopped
29 forty	79 studying
30 forty-five	80 there
31 fourth	81 their
32 government	82 to
33 grammar	83 together
34 hoping	84 too
35 hopping	85 truly
36 immediately	86 two
37 judgment	87 until
38 laboratory	88 village
39 lead	89 villain
40 led	90 weather
41 loose	91 weird
42 lose	92 where
43 losing	93 whether
44 necessary	94 which
45 niece	95 whose
46 ninety	96 writ
47 occasion	97 write
48 occurred	98 writer
49 parallel	99 writing
50 Parliament	100 written

—From "The Correction of Themes." Houghton-Mifflin Co., publishers.

News and Comment About Books

NOTES AND COMMENT.

Dr. William H. Mace, for twenty-five years head of the history department of Syracuse University, and also the author of a number of widely known text books, has been appointed editor of their educational texts by Rand McNally & Company.

¶ ¶ ¶

The output of educational literature continues without abatement, says the United States Bureau of Education, although during 1915 there was a falling off in the number of volumes devoted to education, the number for 1915 being 237 books. It is too early yet to give the number for the present year.

¶ ¶ ¶

Newark's experiment in all-year schools is working out so well that superintendents and school boards in other cities are giving such a plan favorable consideration. A very illuminating discussion of the matter of economy in our plan of education, particularly in the secondary schools is to be found in Professor W. F. Russell's "Economy in Secondary Education" (Houghton Mifflin Company). Professor Russell has made a comprehensive study of European practice.

¶ ¶ ¶

What is your definition of "The Junior High School"? The quotation is the title of an illuminating 24-page discussion issued by D. C. Heath & Company, New York. It was written by Ernest P. Wiles, Principal of the Junior and Senior High Schools of Evansville, Indiana. This city opened its first Junior High School in 1912, the work of which is outlined in the last five pages of this very interesting pamphlet.

¶ ¶ ¶

The importance of history in the new "socialized" curriculum demands of the teacher not only a large knowledge of the subject but wisdom in planning her work. About two hundred recitation periods of forty-five minutes each are allotted in which to teach a thousand years of ancient history, twenty centuries of English history, and the story of our own people. The student is immature; his knowledge of books, small; his interest far from zealous. Also,

he is a citizen of the Republic and by his vote will one day influence, for good or ill, the destinies of the nation. Obviously each lesson must be carefully planned. An exceedingly helpful guide to this end is found in "The Teaching of History" by E. C. Hartwell, Superintendent of Schools, St. Paul, Minn. This discusses means of arousing enthusiasm for the subject, stimulates research and historical judgment, correlates history, geography, literature and the arts, and cultivates ideals of government. (Houghton Mifflin Company).

¶ ¶ ¶

The study of arithmetic in the schools is useful as mental training and also as a preparation for doing the business of life. Which use do you regard as having the higher value? A neat little pamphlet on "The Modern Teaching of Arithmetic" will prove interesting to many teachers. It will be sent, without charge we suppose, to teachers who apply for it to D. C. Heath & Company, New York, by whom it is published in connection with a description of the Walsh-Suzzallo arithmetics.

NOTICES OF NEW BOOKS.

Irving's The Sketch Book. Edited by Elmer E. Wentworth, A. M. Cloth, 423 pages. Price, 60 cents. Allyn & Bacon, Boston and New York.

One of the largest volumes in the "Academy Classics" series of this publishing house. It has the attractive uniform binding of the series, a portrait of Irving, and is highly pleasing in its clear print and high quality of paper. The introduction is brief, too brief, and the notes are none too full for best results.

W. F. M.

George Eliot's Silas Marner. Edited by W. Patterson Atkinson, A. M., Vice Principal of Lincoln High School, Jersey City. Cloth, 202 pages. Price 30 cents. Allyn and Bacon, Boston and New York.

While the binding is of the "Academy Classics" series, the introduction (8 pages) and notes (4 pages) prepared nearly 19 years ago are not adequate for the present time. This classic is now presented in the moving picture theatres and is read by so many pupils below the college age, that much fuller apparatus

would not only not be out of place, but, in the writer's judgment, is required for obtaining the best results in class use.

W. F. M.

Moni The Goat-Boy. By Johanna Spyri, translated by Elizabeth P. Stork, with an introduction by Charles Wharton Stork, A. M., Ph.D. Illustrations in color by Maria L. Kirk. Cloth, 72 pages. Price 50 cents, net. J. B. Lippincott Company, Philadelphia.

A classic of Switzerland and its mountain life. It was added in October to the beautiful "Stories All Children Love" series. The style, the story, the illustrations are all of the kind to captivate and charmingly entertain children. Heidi, by the same author, is another story of the Swiss mountains published in the same series.

Keep-Well Stories for Little Folk. By Mary Farinhalt Jones M., D. Profusely illustrated. Cloth, 140 pages. School edition 60 cents net; trade edition 75 cents net. J. B. Lippincott Company, Philadelphia.

Hygienic facts in the form of stories that lay hold of the imagination of children and effectively implies upon their young minds lessons of cleanliness, good food, fresh air, and exercise. These "keep-well" stories bear a felicitous title. The stories are set off by many pictures that strikingly illustrate some worthy point and now and then a whole health-lecture is served in a little poem thrown in between-stories. A capital little story book it is, for teachers or for mothers.

Hungry Stones and Other Stories. By Sir Rabindranath Tagore. Translated from the Original Bengali by Various Writers. Cloth, 271 pages. Price, \$1.35. The Macmillan Company, New York.

A collection of thirteen stories by the mystic poet of India whose volume "Gitanjali" won for him the Nobel Prize in Literature. In four years he has become probably the most widely read of modern poets. These stories appear for the first time in an authorized English version. Some of them, notably "The Victory," was translated by the author himself and all were translated under his supervision. The first venture into reading one of these stories brings the reader to feel, with Ernest Rhys, "the touch of a born tale-teller."

The Farmer and His Friends. By Eva March Tappan, Ph.D. Cloth, illustrated, 106 pages. Price 45 cents. Houghton, Mifflin Company, Boston, Mass.

This is Book I of a series of four Industrial Readers. It is well printed in clear type and attractively illustrated with full page engravings, but these features were not needed to

give enhancement to the charmingly written chapters. The book, while not written to provide agreeable reading, has the high quality of being captivating while it leads its young readers to see and know and understand. Some of the chapter headings are: "The Farmer of Today," "Sugar, the Food of Hard Workers," "The Little People of the Hive," "Her Royal Highness, the Hen," "The Ways of Sheep," "In a Cotton Field," and "In a Logging Camp."

Socializing the Child: Sarah A. Dynes, State Normal School, Trenton, N. J. 302 pages. Silver Burdett & Co., New York.

This book is "a guide to the teaching of history in the Primary Grades." It treats of certain aspects of social education and emphasis is placed upon ways and means of enlarging the child's experience so as to favor the development of the historic sense. Part I is a study of child nature. Part II gives a full and valuable treatment of history aids, devices and the subject matter necessary in developing the historic sense of the child. Primary teachers will find this book especially helpful.

Natural Freehand Writing. By John H. Haaren, Associate Superintendent of Schools, City of New York. Six Manuals, 32 pages each. Per dozen, 96 cents. D. C. Heath & Co., Boston, New York, Chicago.

The letter forms in this system are those prescribed by the New York Board of Education. The method is based on muscular movement exercises. The exercises are graded and are usable by children. Specific directions accompany every lesson. Practice in the movement exercises and letter forms is applied in varied and interesting words and sentences. The words selected are short and the sentences have been chosen with a view to correlation with the work in history. The author has avoided many pitfalls which have beset other authors of writing systems, who have had in view the needs of the adult rather than those of the young child at school.

Laboratory Manual for General Science. By Lewis Elhuff. Cloth. 96 pages. 48 cents. D. C. Heath & Co., Boston, New York, Chicago.

Mr. Elhuff has made a very unusual manual. It is scientific in that it leads students to observe, make correct deductions, express results, and it is usable by young people of the degree of immaturity of those usually found in General Science classes. The successful conduct of the work does not call for inordinate time or complicated apparatus. Each exercise is set forth definitely

and clearly. Part of the work may best be done in the schoolroom or laboratory, and an important part may most successfully be done outside of the school through observation and tests made in the world as it is. While the manual is prepared primarily to accompany the author's recent text in General Science, it should commend itself to all teachers of General Science who seek the best results without unreasonable expenditure of time and effort.

The Elements of Style: An Introduction to Literary Criticism. By David Watson Rannie, M. D. Cloth. xiv+312 pages. Price, \$1.50 net. J. M. Dent & Sons, Ltd., London and Toronto; E. P. Dutton & Co., New York.

This very interesting new book is what its sub-title indicates—an introduction to literary criticism. While useful to students of English literature it is not without distinct value for students of English composition who would form a good literary taste and learn to write in a good style. Some of the topics discussed are: the meaning and importance of style, the difference between expression in poetry and expression in prose, style suited to poetry, to oratory, history, biography, the essay, the novel and journalism. Several chapters are devoted to the essential elements of style, such as words, phrases, sentences, paragraphs, chapters. Unity is discussed in the final chapters, which also consider the influence of fashion and individuality on expression. There are numerous illustrative quotations from famous stylists. An index and an analytical table of contents are provided.

The Short Story, with Introduction and Notes. By W. Patterson Atkinson, A. M., Vice-Principal of the Lincoln High School, Jersey City. Cloth, 238 pages. Price, 60 cents. Allyn & Bacon, New York.

This is a recent addition to the attractive and very adequately equipped 'Academy Classics,' of which a special descriptive circular will be sent to interested teachers who ask for it. The volumes are pocket size, the binding is attractive in color and finish, and the entire series would form a superb little library of classics. The introduction to this particular volume discusses the short story in three divisions: (1) Definition and Development, (2) Forms, (3) The Short Story as Narrative. Irving, Poe, Hawthorne, Harte, Stevenson, and Kipling are the authors represented by portraits and nine stories. The notes, twenty-eight pages, are at the end of the book, and a list of 72 representative short stories and a brief bibliography are placed before the text.

W. F. M.

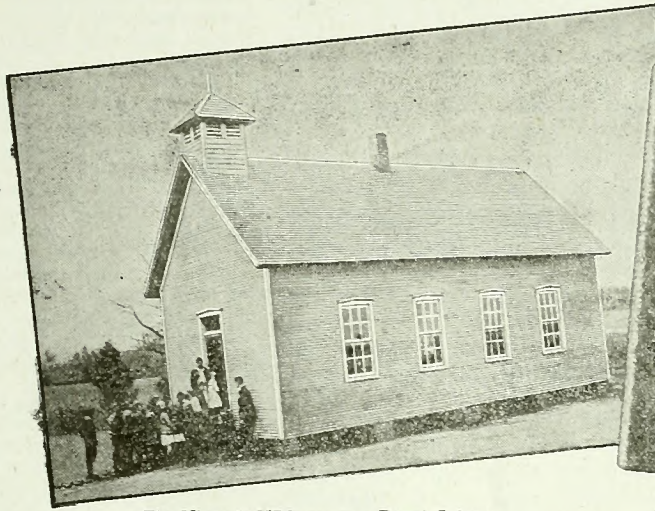
A Vocational Reader. By Park Pressey, with an introduction by J. Adams Puffer. Cloth, 244 pages. Price, 75 cents. Rand McNally & Company, Chicago and New York.

In making this reader the author has sought to teach the child to think and to work out his own problems. In purpose and material it is claimed to be the first of the kind for the grades. It takes the child before he is too old for guidance and gives him unsuspected help. It presents in exceptionally good literary form interesting stories of achievement by great men and women, such as little known incidents in the lives of well-known people, thrilling adventures experienced as part of the day's work, failure to succeed in a chosen field followed by success when a right choice is made, the influence of early surroundings upon the careers of some representative people. The selections are conveniently grouped under general heads—"Vocation," "Out-of-Door Occupations," "Business," "Mechanics," "Home-Making," and "The Professions," each section comprising special articles, fiction, biographical sketches, and poetry so interspersed that the pupil enjoys reading them, and at the same time, unconsciously inspired, leaves the book with a definite suggestion toward his own choice of a career. Attractively illustrated in black and white, the book contains many pictures bearing on occupations, and several good portraits.

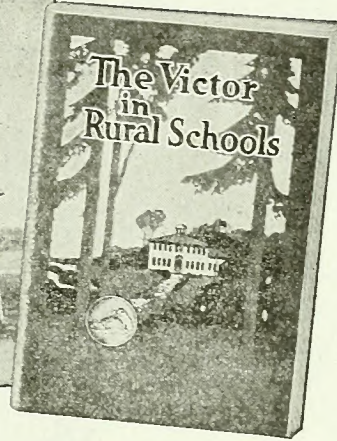
Brief History of the United States. By Matthew Page Andrews. 151 illustrations, 25 black and white maps, also two colored maps and colored illustration. Net \$1.00. J. B. Lippincott Company, Publishers, Philadelphia.

This book is for students of the seventh and eighth grades, but it will be read with interest by older people owing to the rare features of the author's style. In this school book, he has taken pains to give his sentences and paragraphs such simplicity and clarity that they may be easily grasped and understood. The author's enthusiasm for the subject of history and his originality and clearness in presenting it secured for him the hearty co-operation not only of a number of secondary school teachers, but also of many noted historians and of English scholars. The illustrations and maps, carefully chosen and excellently presented, form an illustrated commentary upon the text. Sectionalism has been a taint which has spoiled far too much of the historical writing done in America; the writers have been of the North, the South or the West and have written from a sectional point of view. Mr. Andrews' treatment is

(Continued on page 20.)



The Victrola VI in use at a Rural School near Huntsville, Ala.



The new Victor booklet containing valuable suggestions for the teacher in the rural school

The Rural School is the Community Center

of over fifty millions of Americans, most of whom have heretofore been denied the great cultural advantages of good music.

The Victor-Victrola and Victor Records

now carry the world's best music to the children in the rural school, and to their parents.

A New Booklet, "The Victor in Rural Schools"

contains a store of musical information, biographies, lessons in teaching rote songs, and valuable suggestions for the teacher in the rural school.

A list of 26 Victor Records for \$25 includes:

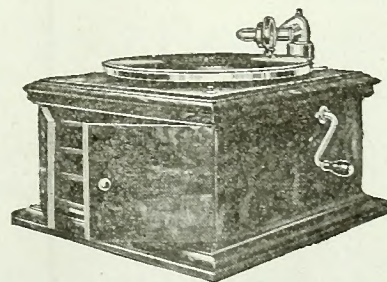
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| 51 Vocal Selections | Songs of 20 American Birds |
| 27 Instrumental Selections | 2 Primary Stories |
| 2 Marches | 2 American Poems |
| 8 Folk Dances and Singing Games | 6 Band Accompaniments for Community Singing |

This list of 102 distinct selections furnishes material for School Marching, Calisthenics, Folk Dances, Writing Exercises, Rote Songs, Teaching Exercises, Ear Training, Nature Study, Folk Songs, Art Songs, Ballads, Duets, Opera Selections, Violin, 'Cello, Flute, Harp, Xylophone, Bells, Orchestra, Band, Stories, and English Literature.

Teachers may obtain a copy of this valuable booklet free at any Victor dealer's; or a copy will be sent upon application to the

Educational Department

Victor Talking Machine Co.
Camden, N. J.



Victor

Victrola VI, in oak—\$25
A desirable and inexpensive instrument for Rural Schools

State School News

SCHOOL NEWS BRIEFS.

Zebulon is preparing for a community playground. Mr. C. H. MacDonald, city playground superintendent of Raleigh, visited the town a few weeks ago to advise with those interested.

The good influence of the canning club work is not confined to the girls it reaches. Through these girls it is a direct help to their homes. In Northampton County nineteen girls put up 5,649 cans of vegetables, but 12,450 cans of vegetables and fruits were reported by women who used the girls' recipes for canning.

Wake Forest is surrounded by such a population that the transportation idea, it is thought can be worked out there to better advantage than in any other section of Wake County. As Wake Forest has been selected as one of the group center schools it will probably be the first school where the transportation idea will be put into effect.

Iredell Will Get Moving Health Pictures.

The moving picture health car of the State Board of Health left Raleigh Dec. 13 for Statesville and Iredell County where, probably for the next six weeks, Christmas week not included, moving health pictures will be shown the people. This feature of educational health work was arranged for the people of Iredell through the county board of education, primarily for the schools. Mr. R. M. Gray, county superintendent of education, and Miss Celeste Henkel, assistant superintendent, have arranged a schedule including twelve schools where the pictures, lectures, and free health literature will be given.

Iredell is the sixth county to have this education health campaign, the other counties having been Johnston, Alamance, Union, Anson, and Pitt. Mr. R. C. Tatum and Mr. H. E. Hamilton, of Raleigh, have the pictures in charge.—Press Article.

Activity in Currituck County.

The Woman's Betterment Association at the Currituck school has furnished the auditorium with a nice piano. The good ladies of this school are going to furnish the school with other needed furniture. They paid for the piano \$250 and have money yet.

The Reading Circle work is organized by townships. The book to be used this fall is Leiper's "Language Work in Elementary Schools." Primary teachers are asked to read

carefully this book and especially the first two chapters. Study carefully Conservation, Observation, Storytelling, Oral Composition, Dramatization and Letter writing, which run through these two chapters. Every primary teacher in the county is urged to make a careful study of these topics.

The Victor in Rural Schools.

This is the title of a rather handsome and very interesting pamphlet issued by the Educational Department of the Victor Talking Machine Company, Camden, N. J. It contains suggestions for the use of music in the rural schools and also a selected list of records. Especially interesting is a story of a teacher in far-away southern Idaho, in which she tells how her school managed to buy a Victor talking machine and what followed its installation as a part of the "curriculum." We suppose this attractive little pamphlet will be sent without charge to readers of *North Carolina Education* who apply for it to the Victor Talking Machine Company, Camden, N. J.

Government Positions For Teachers

All teachers both men and women should try the U. S. Government examinations to be held throughout the entire country, during the Winter and Spring. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. T228, Rochester, N. Y., for schedules showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Special Winter Courses

Peabody College is developing a Winter "Summer School." In this Winter Quarter students will find a number of short courses of six weeks.

Home Demonstration Agents, particularly, will find such courses as the following especially designed for them, between **January 2nd and February 9th** :—

Demonstration and Canning Club Organization, Canning Club Methods, Sewing for Rural Schools, Laundering, Millinery for Home Workers, Elements of Agriculture, Elements of Poultry Keeping, Boys and Girls Clubs, Rural Organization, Rural Sanitation, Applied Rural Sociology, Special English for Demonstration Agents, Home Nursing, Short Course in Cooking, Short Course in Nutrition, Manual Training for Rural Schools, Hand-work for Children, and Sight Singing.

Similar courses will be given during the second term, **February 10 to March 21**.

A Special Bulletin on this subject was published December 1. The preliminary announcement of the summer school will be issued about January 15. Copies will be mailed to any who request them.

The **Winter Quarter** extends from January 2 to March 21; the **Spring Quarter** from March 22 to June 12; and the **Summer Quarter** from June 14 to August 31 (the first term from June 14 to July 20; the second term from July 21 to August 31.)

George Peabody College for Teachers

NASHVILLE, TENNESSEE.

Kansas City Superintendence Meeting February 26—March 3.

You are invited to use our rooms 215-216 Coates House, for interviews, correspondence, etc. Free stenographic service. Dr. J. H. Hill, Mr. Louis Cogswell and Mr. B. F. Clark will be in attendance.

CLARK TEACHERS' AGENCY

Chicago, Kansas City, Mo., Baltimore, Md.
New York City, Spokane, Wash.
Jacksonville, Fla.

South Atlantic Teachers' Bureau

RALEIGH, N. C.

POSITIONS FOR TEACHERS TEACHERS FOR POSITIONS

Briefly stated, the task this Bureau has set for itself is that of bringing happily together the capable teacher and the suitable position.

OUR SERVICE TO TEACHERS

is rendered by placing them in touch with good positions suited to their preferences and professional aptitude.

OUR SERVICE TO EMPLOYERS

is rendered by recommending for their schools and departments suitable teachers of demonstrated capacity and efficiency.

Write for particulars to-day, addressing

The South Atlantic Teachers' Bureau,

(Incorporated)

GEORGE J. RAMSEY, President

(FORMER PRESIDENT PEACE INSTITUTE)

OFFICES 703-705 COMMERCIAL NATIONAL BANK BUILDING
RALEIGH, N. C.

A. & M. Summer School.

Among the attractive features of the A. & M. College Summer School to begin June 12, it is announced that important courses will be given by Supt. A. T. Allen, of the Salisbury graded schools and president of the North Carolina Teachers' Assembly; Miss Elizabeth Kelly, Rural School Supervisor of Johnston County; Miss May Davis, of the State Institution for the Blind, department of Basketry and Weaving; Mrs. R. E. Ranson, president of the North Carolina Storytellers' League; and Mr. R. E. Ranson, superintendent of the Southport graded schools.

Mr. Clarence H. MacDonald, Superintendent of Raleigh Playground work, will give a practical course in his line. There is a growing demand throughout the country and especially in the South for trained social service workers, and men and women in good health and having a natural ability to direct play should be especially interested in this feature of the school.

Several plans are under way to make this school one of great value to those teachers and others engaged in rural work in the State. A preliminary announcement appears in our advertising pages.

Many Cities Want Teachers' Assembly.

Asheville, Charlotte, Wilmington and Raleigh, it has been intimated, will be the cities applying for the meeting place of the 1917 Teachers' Assembly when the executive committee of that body meets on January 18. The place, time of meeting and the program will be before the executive committee. The program committee meets at the same time.

The executive committee is composed of A. T. Allen, Salisbury; N. W. Walker, Chapel Hill; R. H. Wright, Greenville; E. E. Sams, Raleigh; Miss Essie Blankenship, Charlotte; M. B. Dry, Cary; S. M. Brinson, New Bern; H. W. Chase, Chapel Hill; D. F. Giles, Raleigh; J. D. Everett, Waynesville.

The program committee includes the executive committee with the addition of J. H. Highsmith, Wake Forest; Mrs. M. C. Gareissen, Goldsboro; Mrs. C. P. Blalock, Fuquay Springs; W. R. Mills, Louisville; J. B. Henson, Dallas; C. C. Haworth, Wilson; Miss Chelien Pixley, Hendersonville.

Couldn't Wait for the Meeting.

Enclosing her subscription direct, one of the most progressive teachers in the State writes: "Please send at once North Carolina Education. I cannot wait for our teachers' meeting to join a club."

No Other Can Take Its Place.

Sending in the subscriptions of twelve of his Statesville teachers, Supt. D. Matt Thompson writes as follows about North Carolina Education:

"No North Carolina teacher can afford not to take this journal. No other can take its place for a North Carolina teacher."

Wake Forest District Votes Bonds

In an election held December 19, Wake Forest School district voted \$25,000 in bonds to erect a graded and high school building. The

county board of education will supplement this amount with \$5,000.

The bonds will be placed on the market at once and work will be rushed on the building, and it is hoped to have it ready for occupancy by next October.

WANTED.

A capable man or woman to travel, preferably a teacher. Permanent position, substantial remuneration. Address

Dept. B, 815 Mutual Life Bldg.,
Buffalo, N. Y.

SUMMER SCHOOL OF**The North Carolina College of
Agriculture and Mechanic Arts****JUNE 12 TO JULY 27, 1917**

Courses in Education, Agriculture, Home Economics, Languages, Science, Mathematics, Manual Arts, Games, Music, Story Telling, etc., for teachers in Primary, Grammar, and High School grades.

The Council of the School is composed of:

W. C. RIDDICK, President of the College.
J. Y. JOYNER, State Superintendent of Public Instruction.
W. A. WITHERS, Director of Summer School.
J. HENRY HIGHSMITH, Dean of School of Education, Wake Forest College.
D. F. GILES, Superintendent of Public Instruction for Wake County.

B. W. KILGORE, Director of N. C. Agricultural Exp. Station and Extension Service.
T. E. BROWNE, State Supervisor of Secondary Agricultural Education.
F. M. HARPER, Superintendent of Raleigh Public Schools.
JOHN A. PARK, President Raleigh Chamber of Commerce.

A splendid opportunity to secure or renew a Teacher's Certificate; to increase efficiency as a teacher; to prepare for leadership in the new education for agriculture and other industries; to receive inspiration from association with fellow teachers; and to enjoy a sojourn at the State's Capital and Educational Center. For preliminary announcement or other information, address

W. A. WITHERS, Director,**Rooms 216-217 Winston Hall, - - West Raleigh, N. C.****Summer School of the South****The University of Tennessee, Knoxville.]****Sixteenth Session June 19 to July 27, 1917.**

Especially strong courses designed to train teachers in PRIMARY METHODS, ARTS AND CRAFTS, EXPRESSION, GRAMMAR GRADE METHODS, HOME ECONOMICS, AGRICULTURE, HEALTH EDUCATION, KINDERGARTEN, LIBRARY METHODS, PUBLIC SCHOOL MUSIC, PENMANSHIP, and PHYSICAL TRAINING.

Also a wide range of courses for entrance and college credit, including RURAL ECONOMICS, MANUAL TRAINING, MATHEMATICS, MECHANICAL ENGINEERING AND LANGUAGES. A full program of illustrated lectures, concerts, plays, and motion pictures. Excursions to points of interest.

Room reservation should be made now. Room and board \$33 to \$36 for six weeks.

Reduced railroad rates. Announcement sent on request.

Address, **REGISTRAR, THE UNIVERSITY,**
Knoxville, Tennessee.

NOTICES OF NEW BOOKS.

(Continued from page 16.)

tional, in scope, perspective, and sympathy. Mr. Andrews has made a great step forward and in the schools and among individual readers this book should have a wide following. The print, paper, and binding are of the best quality throughout,—adding to the volume's library value.

Essentials in Spelling for High Schools: L. A. Williams, I. C. Griffin and H. W. Chase. 76 Pages. Price 25 cents. Alfred Williams and Co.

According to the authors, "this book is the result of an attempt to select and classify the written vocabularies of high school pupils. There are in all about 400 exercises; 233 of these are arranged (1) according to analogy in spelling, (2) according to difficulty and liability to confusion, (3) unclassified lists, and (4) for review purposes using difficult and troublesome words. The words of the next 100 exercises are selected from textbooks in the various high school subjects—Agriculture, 9 exercises; Algebra, 2 exercises; Domestic Science, 7 exercises; Geometry, 8 exercises; Grammar, 10 exercises; American History, 10 exercises; General History, 13 exercises; Latin, 3 exercises; Literature, 11 exercises; Physiology, 13 exercises; Science, 13 exercises.

The remainder have been selected "from examination papers in Orthography for Teachers' Certificates in the various States" and are classified according to States; for example, "A North Carolina List," "A Michigan List," "A Maine List," etc.

"Essentials in Spelling for High Schools" is a good book for the purpose for which the authors prepared it. Teachers will find it easy to teach and valuable in the teaching.

The Story of the United States for Young Americans. By R. D. W. Connor, Secretary of the North Carolina Historical Commission. Cloth, xii+406 pages. Price, 40 cents. The Thompson Publishing Company, Raleigh, N. C.

This first edition of the Story of the United States, which was adopted last June for use in the public schools of North Carolina, is notable for its simple and captivating style. It does not depend for its interest upon myth and strange adventure. The vital facts of history are used as the framework of a logical account of the beginnings, growth, and development of the United States. These facts have been woven into a well-organized and finely proportioned historical narrative and is not an ill-connected assortment of historical events collocated because of their story-value. Fortunate is the young American

who passes into the rich field of his country's history through so inviting a gateway. The type is large and clear, most of the illustrations are emphatic with interest, and the apparatus, in the way of questions for review, pronouncing vocabulary, index, list of important dates, and

maps (five colored maps to be added in the next edition) is ample for preparatory study and class use.

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phases of the life of their home city, a special committee from the civic department of the Raleigh Chamber of Commerce, headed by Dr. George J. Ramsey, has outlined a series of talks or short lectures on Raleigh, to be delivered by prominent citizens of the city competent to handle the subjects assigned. There are thirteen talks in the series, the first one delivered Monday morning, November 27, by R. D. W. Connor, secretary of the North Carolina Historical Commission.

The State Department Publishes a Paper.

The North Carolina Educational News, a monthly publication, was issued in November and according to announcement it is "to be issued monthly hereafter." The announcement says:

"Its aim will be to become a medium of communication for information, suggestion and stimulation between the State Department of Public Instruction, county and city superintendents or public instruction, county and city boards of education and other educational workers.

"To this end it will seek to record briefly each month, educational items of special interest and importance about the State and county educational work."

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you come or whether you stop away. If I'm there first, sure I'll write my name on the gate to tell you of it; and if it's you that's first, why rub it out, darling, and no one will be the wiser. I'll never fail to be at the trystin'-place, Peggy; for, faith, I can't keep away from the spot where you are, whether you're there or whether you're not.

"Your own,

"Mike."

¶ ¶ ¶

"You mustn't neglect your studies for athletics."

"That's what father says," replied

the young man. "But father never gets up and cheers when he hears me quoting Latin in the way he cheers when he sees me playing football."

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The Annual Declamation Contest at Trinity College.

Fifty-seven high school boys, representing as many high schools, participated in the annual declamation contest at Trinity College, Friday, December 1. There were two contests, the preliminary and the final. The 57 declaimers were divided into four groups and from each group three men were chosen for the final contest. William Bobbitt, representing the Charlotte High School, won the distinction of being the best declaimer and he was awarded a gold medal.

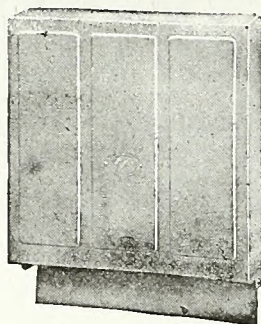
The declaimers in the final contest were: Floyd C. Dixon, Ayden High School, "The Fiddle Told;" Claude, Kenly High School, "Militarism: A Lesson for America;" J. K. Dowd, Elise High School, "These Died for Their State;" Howard Hicks, High Point High School, "The Soldier's Reprieve;" William Bobbitt, Charlotte High School, "The Nomination of Woodrow Wilson;" Hubert Wilson, East Durham High School, "The Curse of Regulus;" Conley Robinson, Boiling Springs High School, "Boys of America;" Fred Folger, Mt. Airy High School, "The Death Bed of Benedict Arnold;" Dewey Ray, Durham High School, "The Spirit of America;" Martin Dies, Cluster Springs Academy, "The Unknown Speaker;" Erwin Brooks, Siler City High School, "Eulogy on General Lee;" Connor Eagles, Tarboro High School, "The Signing of the Declaration."

The judges for the final contest were Honorable A. L. Brooks, of Greensboro; Colonel John D. Langston, of Goldsboro; and H. B. Craven, Esquire, of Ridgecrest, N. C.

A Unique Teachers' Institute.

Franklin County inaugurated this fall a unique teachers' institute. For five consecutive Saturdays Supt. E. L. Best conducted teachers' institutes with the 78 teachers of the 43 schools in Franklin County. A general meeting of all the teachers was held in Professor Best's office for the first hour. Then Prof. W. R. Mills, of the Louisburg graded school, took the one-teacher section with him at the graded school building; Miss Ola Mae Ferebe, first-grade teacher of the Henderson schools, took the primary grade section in one of the Sunday-school rooms of the Baptist Church; Supt. H. E. Craven, of the Franklinton schools, took the grammar grade section in another room of the church, while Professor Best had charge of the principals, laying stress on supervision work, in his office.

Another feature of Superintendent Best's work will be group meetings of the teachers, which will be held at various places.



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55	American Printerm	3.00	45	Journal of Education.....w	2.50	18	Wallace's Farmerw	1.00
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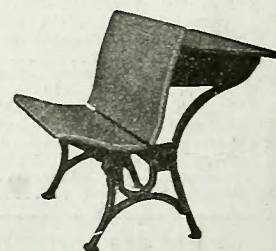
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 6.

RALEIGH, N. C., FEBRUARY, 1917.

Price: \$1 a Year.

A Larger Hope for the Average Man

Governor T. W. Bickett, at the close of his Inaugural Address.

I have endeavored to visualize my dream of a fairer and finer State. I have outlined the means by which I hope to make the dream come true. And the means all reach out to a single end—a larger hope, a wider door for the average man than he has ever known.

With a six months' school guaranteed to every child; with the forces of disease routed from their ancient strongholds; with the curse of rum lifted from every home; with our fields tilled by men who own and therefore love them; with our harvests free from the crop lien's deadly blight; with modern conveniences and wholesome diversions within reach of every country home, our dear old State, released from her bondage to the blood kin tyrants of ignorance, poverty, disease and crime, will begin to realize her finest possibilities in riches and grace; will assume her rightful place in the march of civilization, and from the blue of the mountains to the blue of the sea there will spring up a hardier, holier race, not unlike the giants that walked the earth when the sons of God mated with the daughters of men.

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COMMITTEEMEN'S MEETING IN CHATHAM COUNTY

By Superintendent F. M. Williamson.

Tuesday, January 2, marked an epoch in the school history of Chatham County. A few minutes after eleven o'clock Mr. John C. Luther, Chairman of the Board, called to order a joint meeting of the Board of Education and the school committeemen of the county. Notwithstanding the very bad roads at this season of the year and a morning that threatened a rainy day, fifty committeemen answered the call of the board and the county superintendent and were present.

Mr. Luther in a few words impressed the importance of a very intimate relationship between the board and the committeemen. Superintendent Williamson in stating the object of the meeting emphasized the fact that it is impossible to get trained teachers for the salaries that are now being paid in the county. This was followed by a very enthusiastic discussion of the salary problem. A motion was carried without a dissenting voice or vote to levy a tax sufficient to make the minimum salaries of all the principals of schools not less than \$40 a month, and the minimum salaries of assistant teachers not less than \$30 a month. It was further agreed that all schools which are now, by special

tax or otherwise, paying salaries equal to or more than these amounts shall have their proportional parts of this increase.

The county commencement which we are going to have this spring, the duties of committeemen and how the committeemen can make their teachers better teachers were also discussed.

This is one of the series of meetings that have been and are going to be held in this county. The first one was held last August in connection with the institute. Immediately following this meeting the county superintendent met the committeemen in different places in the county and organized them into working groups. The effect has been magical. The co-operative spirit among the committeemen, teachers, board of education and the county superintendent is splendid and is increasing. The evidence of this is manifested in better equipment, fewer school troubles and in teachers who are better satisfied with their positions.

We do not believe there is a county in the State that is coming to the front any faster or progressing more steadily than Chatham. A united pull is being made and the committeemen are the wheel horses. We could not move without them.

HOW ONE DISTRICT REDUCED ILLITERACY

By Holland Holton.

The West Durham School serves a district of six square miles west and north of the city of Durham. The district has a school census of fourteen hundred and twenty-six persons of school age. This means a total population of about five thousand within the school district. In this population there are only seventy-nine adult illiterates and seventeen illiterates under seventeen. And several of these moved in from other parts of the State.

The reduction of illiteracy in West Durham to this small percentage is an interesting story. It is a matter-of-fact story of practical "welfare work" by a cotton manufacturer for his company's employees. Two years ago, Mr. W. A. Erwin, secretary treasurer of the Erwin Cotton Mills Company, which has two of its largest mills in West Durham, chanced to find a list of illiterate families attached to the school census. He was interested in picking out those working in the cotton mills and immediately planned with the principal of the school to conduct a night school for eleven weeks following the annual school commencement. The school was to meet four evenings a week, and first, second, and third grade classes were to be organized. Each class was to have nightly one-half hour in reading, one-half hour in arithmetic, fifteen minutes in writing and fifteen minutes for chapel exercises and talks on sanitation and hygiene.

With this plan of work Mr. Erwin compiled a careful list of all his company's employees and members of their families who could profitably attend the night school. To each of these he sent a per-

sonal notice to meet him a certain evening "on a matter of serious personal concern." When the evening came, he unfolded the plan of work and urged all to take advantage of the opportunity. The plan worked, and a hundred and fourteen students enrolled. The majority continued through the term. Of the thirty-three illiterates enrolled in the night school more than twenty were able to read through the primer and first reader at the end of the term, nearly all of the group had advanced proportionally further in writing than in reading, and all were in either second or third grade arithmetic when the night school closed. At the close of the term the school presented each pupil with a certificate of work completed and Mr. Erwin presented each with a large-print Bible.

In the winter of last year, when the school had a six weeks' moonlight term for adult illiterates, the mill management again took part. Mr. Erwin again took the list of illiterates working for the mill or belonging to families connected with the mill and requested every man and woman on the list to meet him for consultation. At the consultation he urged attendance upon the moonlight term, this time inducing twelve more adults to move from the ranks of illiteracy. When the older members of the illiterate families had, by this personal work of the mill management, been induced to learn the rudiments of reading, writing, arithmetic, and sanitation, it was an easy matter for the school to enroll the younger members of the same families in the regular day-school; and other families followed the lead of their neighbors.

Thus it happens West Durham has an illiteracy less than three per cent.

NORTH CAROLINA EDUCATION

Vol. XI. No. 6.

RALEIGH, N. C., FEBRUARY, 1917.

Price: \$1 a Year.

GOVERNOR THOMAS WALTER BICKETT

By E. C. Brooks.

In the presence of about 4,000 people assembled in the City Auditorium of Raleigh, on January 11, Governor Locke Craig presented Thomas Walter Bickett to the Chief Justice of the Supreme Court of North Carolina, who administered the oath of office that made him the Governor of North Carolina.

The new Governor was born in Monroe, Union County, N. C., February 28th, 1869. He was the oldest of four children. But his father died when he was only thirteen years old and much of the responsibility that had rested upon the father was now laid upon the eldest son. Does the weight of responsibility stimulate the desire to become responsible and serviceable? Who can tell? Some force was at work; and young Bickett, completing the work of the Monroe high school, entered Wake Forest College in 1886.

Dr. R. T. Vann, Secretary of the State Educational Board of the Baptist Church was living at Wake Forest at the time, and he says that when the Union County lad entered college there was "nothing in particular to distinguish him from the others. Indeed, it was several months before I knew he was there at all, so quiet was he and so unobtrusive." But Dr. E. W. Paschal, of the Wake Forest College faculty says: "In his Latin and Greek his average was about 95." The records show that he more than maintained this record in these subjects and in English. In mathematics his freshman record was about equal to his Latin record, but in his last year mathematics drops to 88 while Latin climbs up to 96. In the languages he ranked high but in mathematics and the sciences his place was down the line.

Writing further of his career at Wake Forest, Dr. Vann says that in his first year, "I saw no reason to anticipate any unusual career for him," and it was not until his senior year that the community began to focus attention upon the Union County boy. In that year he was one of the victorious debaters in a very spirited contest; and he seems to be remembered by his argument in that debate. After twenty-five years, however, his friends still see in him many of the same characteristics that attracted the attention of teachers and schoolmates while he was a college student—a good command of language, strong, analytical power, an unbounded grace of humor, intense earn-

estness, and a genuine sympathy for all classes of people. A college diploma never contains an estimate of those qualities. But such as it does contain were rolled up and laid away and forgotten until the paragrapher searched them out after a generation.

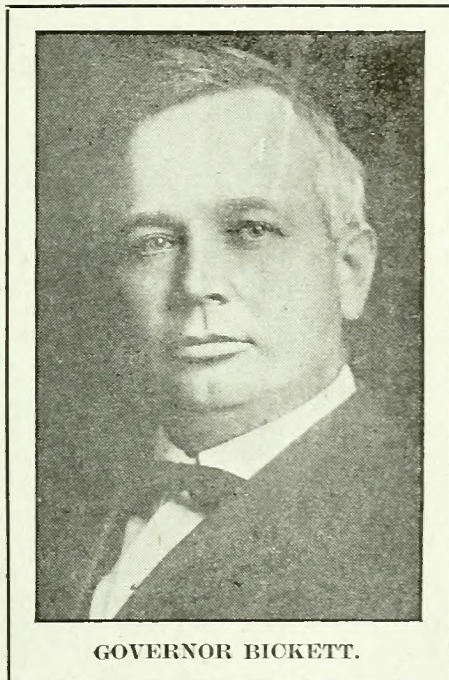
The young college graduate left the "outgrown shell" of academics in the spring of 1890. He had to enter another world and build anew. His first work, it is said, was that of teacher in Marion. The minutes of the Winston graded school board of September 5, 1890, however, contains the following:

"The application of T. W. Bickett, of Monroe, N. C., was now presented and upon the recommendation of Prof. Blair, Prof. Bickett was elected professor of the seventh grade at a salary of \$600 per year." It would be interesting to know how that salary compares today with that of the teacher of the same grade.

"Professor" Bickett taught in Winston until the close of the school year in 1893. His uncle, D. A. Covington, of Monroe, was one of the leading law-

yers of the State and under him the young "professor" began the study of law. He completed his course in the University Law School and in the fall of 1893 he dropped the professional title, opened an office in Danbury, N. C., and became T. W. Bickett, Esq., Attorney at Law. He practiced in Stokes and surrounding counties until the spring of 1895 when he moved his office to Louisburg, N. C., and for twenty-two years he has been a citizen of that community.

Dr. Vann's words, "I saw no reason to anticipate any unusual career for him" might be said of the earlier years of his career as a lawyer. Those, excepting of course, his intimate friends, who are now trying to recall the successive stages of his growth, since his graduation, skip from 1890 to 1907, when he was elected to the General Assembly from Franklin County—seventeen years of growth, silent growth. His college career was a period of silent growth and then a speech made him famous in academic circles. His career in the General Assembly is not referred to as something unique. But from that plane he stepped into State politics and in the Democratic Convention of 1908 while the captains and kings were deciding the issues, this man of silent growth appeared in the arena and



GOVERNOR BICKETT.

made another speech. He was nominating a man for Governor who could not possibly win. That speech made him a State figure and the most agreeable phase of that memorable convention was that speech.

Mr. Bickett was not a candidate in that convention for any office. But a contest between long standing candidates for the Attorney Generalship ended by dropping the contestants and nominating T. W. Bickett, Esq., Attorney at Law, Louisburg, N. C. A great speech had made him famous and the private lawyer became the people's attorney.

Eight more years of silent growth, a period in which his public services were recognized as being of value, and then came the beginning of a new era. Most people who watched the last campaign said that he would be nominated, but no one could point to any specific thing that made him greatly superior to any of his rivals. They simply felt that he would win. His growth seems to be so symmetrical that there is no single side to him, and no alliance with any particular interest. Therefore, there was no specific cause why he should win.

In his campaign, however, he set a new standard. He discussed State issues without bitterness and even his political opponents could find no personal abuse in his remarks, nor ridicule in his argument, and the best evidence of his fairness was a note of congratulations from his Republican opponent, Hon. F. A. Linney.

On January 11, 1917, he was inaugurated Governor, and on that occasion he delivered the third epoch-making speech of his life. The other two gave no index as to what his subsequent acts would be. In fact, they had nothing to do with his own career. The third one, however, outlined the future direction of the State's progress and what he as Governor would undertake to do. His growth can no longer be silent; it must be made in public, and the public will mark the stages. It was a great speech. Will he be a great Governor? We shall see.



GOVERNOR BICKETT'S POLICIES TAKEN FROM HIS INAUGURAL ADDRESS.

1. A constitutional amendment granting to the General Assembly power to exempt from taxation notes and mortgages given in good faith for the purchase price of a home, in amount not to exceed \$3,000, and to run not longer than 20 years.

2. Fundamental instruction in agriculture in every school, cultivation of school farms, and multiplication of home demonstration agents.

3. Abolition of the crop lien system by some production of food articles, by establishment of field agents of Department of Agriculture to assist in organizing of credit unions, enactment of a law permitting credit unions to charge a commission not exceeding 10 per cent for negotiating loans for members, and banks and individuals to charge in lieu of interest a commission not to exceed 10 per cent on money advanced to farmers to make crops.

4. Extension of the scope of State Highway Commission to take over development of water power, allowing the commission to provide plans for furnishing rural telephone systems.

5. Enactment of a law appropriating \$50,000 for the State Department of Education to conduct motion picture entertainments or other educational diversions in communities of the State, two-thirds of the necessary

expenses being paid by the county boards of education and the people of the community.

6. Maintenance of improved highways by expenditure of the automobile tax for this purpose under the direction of the State Highway Commission, which should be given supervisor powers over all road or bridge building.

7. Levy an annual maintenance tax by counties or districts issuing bonds bearing certain per cent of amount of bonds issued to be worked out by highway commission.

8. Resubmission to popular vote constitutional amendment requiring a six months' school term for every child in the State.

9. Incorporation of rural communities under vote of the community.

10. Uniformity in public school system by appointment of Central Education Commission of not more than seven men, with power to name county boards of education, the county board to select superintendent and committeemen.

11. Regulation and fostering of manufacturing by requiring owners of mills with available water supply to install running water in homes leased to employees; amendment to the State anti-trust laws to permit same combinations for advancement of trade with foreign countries as are proposed in Webb bill now pending; establishment of simple course in manufacture in public schools, and the enlargement of the textile department of A. and M. College.

12. Investigation upon authority of the General Assembly by the Governor, chairman of the State Tax Commission and the State Treasurer into the problems of taxation for submission of a comprehensive system before the General Assembly of 1919.

13. Compulsory medical inspection of school children by State statute.

14. Passage of a statute by the General Assembly making it a felony to sell, offer for sale or advertise patent medicines purporting to cure diseases for which the American Medical Association and the North Carolina Medical Society declare there has been found no cure.

15. Provision in law that venders of proprietary medicines file with the State Board of Health a statement showing medicine's composition, and that the board be empowered to forbid the sale of such proprietary medicines in this State if it be its opinion that such medicines are without curative power.

16. Provision enabling citizens who are necessarily out of State at time of election to participate in elections.

17. Constitutional amendment limiting constitutional officers of the State to two terms in office, county officers to three successive terms, excepting from its provisions judicial, educational and health departments of county and State.

18. Establishment of short ballot, popular election of Governor and Lieutenant-Governor and appointive system for administrative officials.

19. Consolidation of the management of the three State Hospitals by establishment of a General Board of Control, not to consist of more than seven members.

20. Adoption of single management for A. and M. College and State Department of Agriculture, with construction of \$200,000 department building on college campus.

21. Enactment of general law limiting time man can be sent to county chain gang to two years.

22. Construction of prison quarters at the State Farm and conversion of State Prison into hospital for the insane, with the administrative office remaining in Raleigh.

THE PASSING OF TWO AMERICAN HEROES

THE DEATH OF ADMIRAL DEWEY.

On January 16 the American flag of every American naval vessel and station all over the world was lowered in mourning to half mast by order of the American government. This act was a signal that the ranking naval officer of the world, Admiral George Dewey, was dead, and that this country was in mourning.

This distinguished naval officer was born in Montpelier, Vermont, on December 26, 1837. He graduated from the United States Naval Academy in 1858 and was commissioned lieutenant in April, 1861. He served throughout the Civil War and was an officer in the squadron that took part in the capture of Fort Fisher on the coast of North Carolina.

After the war he became instructor in the naval academy and later served his country in many executive capacities. But he preferred the sea; he was by nature a sea-faring man. Therefore, at his own request, after being promoted to the rank of commander he was again assigned to sea service and sent as commander of the fleet in the Asiatic waters. This was in November, 1897.

On the night of February 15, 1898, while the battleship Maine was anchored in the Spanish waters of Havana harbor a mine under the vessel exploded and blew up the vessel. This act caused the United States to declare war against Spain for the purpose of putting an end to Spanish military rule in Cuba. The Philippine Islands in the Asiatic waters belonged to Spain also, and Commodore Dewey was given orders to proceed at once from Hong Kong and capture or destroy the Spanish squadron then lying in Manila Bay. The order was promptly obeyed and Commodore Dewey had the distinguished honor of fighting the first naval battle of the war.

He entered Manila Bay on the night of April 30, 1898, and early next morning attacked the Spanish fleet with such fierceness that within two hours the whole fleet was disabled, but little damage was done to the American fleet.

The American squadron then drew off and gave the Spanish an opportunity to surrender. In the meantime the commodore and his men had breakfast. About noon the commodore planned another attack. After one hour's fierce bombardment every Spanish vessel was sunk. As a result of this battle the Philippine Islands at the close of the war with Spain became the property of the United States. This was the most signal victory in the history of the American navy, and not an American was lost.

Congress thanked Commodore Dewey for his services, presented a sword of honor to him, and had bronze medals struck commemorating the battle of Manila Bay and distributed to the officers and men of the squadron. He was promoted to the rank of Rear Admiral, and after the war, March 3, 1899, he received the rank of Admiral, a title formerly borne only by Farragut and Porter.

When he returned home in October, 1899, he received a great ovation. He was now the greatest naval hero in the world. Since 1899 he has been the chief naval adviser of the American government. He served his country and an appreciative country rewarded him for his services.

THE DEATH OF BUFFALO BILL.

The passing of William F. Cody, better known as "Buffalo Bill", removes from American life the last of the old scouts and one of the most picturesque products of the frontier life. He was born in Scott County, Iowa, in 1846. He first became known as one of the riders of the "pony express," a mail service established in 1860 between St. Joseph, Mo., and Sacramento, Cal. The mail was carried on ponies a distance of 1950 miles. This was the longest relay course ever established. Each rider had to cover a distance of 75 miles daily.

This was in the days before the railroads and before the Rocky Mountain country was settled, and each rider had adventure after adventure with Indians, grizzly bears and other fierce animals, and highway robbers. The "pony express" was discontinued in 1861 upon the completion of the Pacific Telegraph lines, and young Cody then became a trusted scout for the American army. In 1863 he enlisted in the regular army and served throughout the Civil War.

When the Kansas Pacific Railway was being constructed the great problem was how to secure food for the railroad employees. In 1867 Cody made a contract with the company to furnish its employees with buffalo meat, and in eighteen months he killed over 4,000 buffaloes, an average of seven a day. It was this unparalleled service that gave him the name of "Buffalo Bill."

During the next four years he served as scout for the United States army, and his services were so valuable that he became a member of the cavalry of the United States army, and in a battle with the Cheyenne Indians he killed Chief Yellow Hand in a single combat. He was now a famous hunter, a valuable scout, a brave soldier, a bold and daring rider, and a great Indian fighter.

In 1883 he organized his "Wild West Show," a spectacular performance on a tremendously large scale. It consisted of an exhibition of Indians, rough riders, cowboys and frontiersmen, which he organized into an exciting show. He made a tour of Europe and attracted the attention of kings and noblemen as well as the people in general. The "Wild West Show" is familiar to millions of boys and girls in America.

"Buffalo Bill" served his country well as scout, rough rider, cavalryman, Indian fighter, and member of the legislature of his native State. He has given pleasure to people of two continents; and when he died in January the last of the old scouts hit the trail for another world.

HOW IT HAPPENED.

"Abner," said mother severely, "there were two pieces of cake in the pantry this morning and there is only one now. How does this happen?"

"It musta been so dark that I didn't see the other piece."—American Education.

The library of the University of Oregon is free to residents of the State. Beginnings of substantial law and architectural libraries were made this year. The library now contains 65,115 volumes, 2,377 having been added since June.

School Room Methods and Devices.

TESTING A CLASS IN GEOGRAPHY.

A class had two recitations in geography. The subject was "The Countries of North America." At the close of the second recitation this question was put to the class: "What is the important thing in this chapter? In other words, what is there in this chapter worth remembering?" One pupil said the important thing was the discovery of America. This fact was incidentally mentioned in the chapter, but was of very minor importance. Another thought the Revolutionary War was the important thing. This was also mentioned, but was of little importance. A third said the important thing was Russia selling Alaska to the United States, which also occurred in the chapter, but was not vital. Finally the pupils were asked to open their books, to do anything they chose in order to state the important thing in the chapter. One pupil finally said that the important thing was "the countries of North America." A boy was asked to step to a map, to name and point to the countries of North America. He named Alaska, Canada, the United States, the Mississippi Valley, and the Rocky Mountains.

Here was a class that had spent two days on a simple chapter in geography, had mechanically memorized everything in it without thought, had completed the work, but had failed to get the one important thing—they could not name the countries of North America, which were the only thing worth remembering. In other words, they did not know how to study, and the character of this class work did not require them to study.

The work done these two days may be analyzed more definitely as follows:

Teacher activity-----	70%
Pupil activity-----	30%
Number of questions (estimated)--	108
Memory questions (estimated)----	102
Organization by pupils-----	0
Consideration of relative values by pupils -----	0
Pupil initiative -----	Good
Aim of lesson-----	Knowledge
Accomplishment of aim-----	Poor

—Wisconsin School Journal.

USE OF THE DICTIONARY: ANSWERS TO QUESTIONS ASKED IN JANUARY.

By C. L. Coon.

1. Made (macron), hall (diaeresis), hat (breve), her (tilde), hair (circumflex), etc.

2. At the bottom of the page; contains summary of the key of pronunciation; prevents having to turn constantly to key of pronunciation.

3. Architecture, Anglo-Saxon, compare, colloquial, for example, imperative, music, obsolete, growing obsolete, past participle, present participle, preterite or past, provincial, which see, synonyms, verbal noun, namely, usually, transitive verb. Intransitive verb.

4. At top of page: first and last word on the page; aids in finding a word quickly.

5. Indicates a foreign word to be written in italics; refer to rules of spelling, indicate size of figures.

6. Gives syllabication of word, accent, diacritical marks, and respelling by sound.

7. By heavier and larger hyphen.

8. By hyphens and by spaces where syllable is accented.

9. Study context and find out as nearly as possible what the unknown word must mean. Select the meaning nearest the thus estimated meaning.

10. (a) Gives part of speech, unusual plural forms, principal parts of verbs and irregular comparison of adjectives, etymology of the word; (b) correct spelling, syllabic division, use of hyphen; (c) meanings of the words and good usage, synonyms, prefixes and suffixes.

Show these answers to other teachers in your school. Compare answers with those you wrote.

A JACK-O'-LANTERN

Ask your teacher to read this rhymed story to you. You fill in the blank places with just the right word—words that mean right and sound right. Then maybe she'll write it for you on the blackboard, and you can write it too, or learn it, and say it to mother when you get home, or do anything with it you want to.

Grandpa's garden-gate unlatch,
Just beyond the pumpkin-----,

Then one morning, Ben and Polly
Spied two pumpkins round and-----

"Oh, oh, oh!" cried Polly spry,
This will make a pumpkin-----.

"Don't believe that Grandma knew it,
In it goes, so she can -----it."

Called the other pumpkin then,
"Oh, just wait a minute,-----."

"Scoop my insides out, and see
What a jolly chap I'll-----!

"Make for me two eyes. Beneath
Make a nose, and mouth, and-----.

"Leave a bit of stem for handle,
And inside me, light a-----.

"I'll make lots of fun believe,
On a dark Thanksgiving-----.

And he did. If you deny it,
Next Thanksgiving, just you-----it!
—Primary Education.

NOTHING DOING!

"I like this quaint little mountain village of yours, waiter. I suppose I can get plenty of oxygen here."

"No, sir, we've got local option."—Sacred Heart Review.

INDOOR GAMES FOR PUPILS.

By Mr. Jesse B. Aiken.

During the next four weeks there will be a good many days that will be too rough for the children to play on the school grounds. If the teachers will supervise some good, wholesome games indoors they will not only give the children the needed recreation, but they will find that they go back to work more refreshed and in better spirits than if they had idled away the recreation period,—the teacher will also go to her work with steadier nerves.

Below are given two simple, but exciting competitive games suitable for indoors:

Passing the Ball.

Two captains choose sides, each having the same number. Each captain has a ball—an apple or eraser can be substituted—and at a signal from the umpire passes it over his right shoulder to one just behind him who in turn passes to one just behind him and so on down the line. The one at the end of line as soon as he gets the ball runs to the head of line, passing ball as soon as he reaches his position and thus the game continues—the captain who reaches the head of his line again first wins. Give him hearty applause.

Relay Race.

Select two captains and let them choose sides. In front of each captain is a basket or box, three rings, about two feet apart, are drawn in a line in front of basket, and as many rocks as there are players on a side put in each ring—the captain at a given signal begins the game by running to first ring, getting a rock and putting it in basket, then the second, then third. Having placed one in from each ring he runs to end of his line and the next goes through the same performance. The team whose captain is the first to head his line again after all the rocks are in basket is winner.

THE NEW TEACHER.

By Dr. Frank Crane, in New York Globe.

At the close of the first day of school the new teacher said:

"Now, children, listen, and I will tell you how I have marked you, and give you my reasons.

"In the first place, I will explain that I do not mark at all upon how well you get your lessons. You may really know much more about the subject than you can tell. Besides, you are not here to get lessons and pass examinations. You are here to grow. So I mark you upon how you show that you are making that kind of effort which forms character.

"Jimmy Fitch I have given a good mark because he was the only one in the room who asked what the word 'syndicate' meant. None of the rest of you knew. Why didn't you ask? Asking questions in the best way to learn. Slurring over things you don't understand is the best way to become an ignoramus. If you are not curious it is a sign you are stupid.

"Etta Rogers gets a good mark because her finger nails are clean. And she is the only child here whose fingers nails are not in mourning. You will find it quite as important when you grow up to have clean finger nails as to know algebra.

"Emma Montgomery is marked 'good' because when a button was torn from her dress at recess she took a needle and thread from her desk and sewed it on. Also she carefully picked up the orange peel she had dropped. I would rather have you all learn to clean up your own litter and look after your own clothes than to know how to spell every word in the dictionary.

"Willy Waters I have given a high mark because when I asked him who Napoleon Bonaparte was he said, 'I don't know.' He probably had a vague notion, but he did not seek to deceive me. I want you, when you cannot tell a thing in plain words, not to hem and haw, but to say at once, 'I don't know.' To have an honest mind is better than having a stuffed one.

"Charles Stuart is commended because he stands up straight, sits properly in his seat, and is not otherwise slovenly in his habits.

"When Jennie Jones failed in her spelling the word 'choler' she went to the foot of the class with a smile, and for that she gets a big mark. Some others of you pouted and sulked. There is nothing you can do that is so commendable as to be a good loser. Anybody can succeed pleasantly; it takes a noble nature to fail good naturedly.

"During the day six promises were made me by six pupils. Only one of them, Henry Clark, did what he promised to do. So he has a high rating. When you become men and women and get the habit of promising thoughtlessly and not keeping your word you will be a nuisance to all those who have to do with you. Do what you say you will do; that is better than being able to bound Illinois or tell the capital of Kamehatka.

"Now you may run home, children. And remember that in this school there are no rules but two: Do what you think is right and be cheerful. And in case you don't know, ask."

LIST OF NORTH CAROLINA SCHOOLS ACCREDITED BY THE COMMISSION ON ACCREDITED SCHOOLS, 1917.

Asheville:	Hendersonville:
High School.	Fassifern School.
Asheville School.	Laurinburg:
Bingham School.	High School,
St. Genevieve's Acad.	Mars Hill:
Chapel Hill:	Mars Hill College.
High School.	Oak Ridge:
Charlotte:	Oak Ridge Institute.
High School,	Raleigh:
Horne Military. Sch.	High School.
Concord:	Rocky Mount:
High School.	High School.
Durham:	Rutherfordton:
High School,	Westminster School.
Trinity Park School.	Warrenton:
Elizabeth City:	Warrenton High School.
High School.	Wilmington:
Flat Rock:	High School.
Fleet School,	Wilson:
Goldsboro:	High School.
High School.	Winston-Salem:
Hendersonville:	High School.
Blue Ridge School	Salem Academy.
for Boys	

A PLAY BASED ON A STORY OF THRIFT

By Mrs. Robert E. Ranson, Southport, N. C.

Early in the school year the story-teller of the Southport school told a number of stories of thrift to the various grades. One day in addition to the story of thrift the attorney of the local building and loan association came and explained how twenty-five cents paid in each week soon became a paid up share of \$100. He held in his hand five nickles and then from his pocket drew a roll containing one hundred crisp one dollar bills. How the boys opened their eyes! The story was told and not a single suggestion was made that the boys and girls go and do as the thrifty boy and girl of the story. But the twenty-five cents in nickles and the one hundred dollars in bright new bills pointed the moral.

Later in the year it was decided that the story of thrift be dramatized, and so the story-teller read all the stories in "Stories of Thrift for Young Americans" and then she told a story adapted from several of these, adding the building and loan feature. This new story was told the boys and girls in the fourth grade. These children were then asked if they wouldn't like to play a game and make believe they were the boys and girls in the story just told. The little folks readily agreed it would be great fun to do this. The names of the various characters were given and the children were asked which part they would like to take. There were more volunteers than there were characters in the story, and so the teacher had to make the selections, with the definite promise to those left out that they were to have a place in the very next story dramatized.

None of the lines of the play were written out. The children had just heard the story, and were instructed to say just what they imagined the people in it said. Then since in a story of thrift there must be a bank, an office, a home, and other meeting places of the characters the boys and girls were asked to suggest the best locations in the school room for these meeting places. This they did taking the liveliest sort of interest. With very little further suggestion from the story-teller or the teacher, in charge of the grade, the play began and each scene in the story was given. The conversation was not of the memorized variety, but free and natural, and, in language, such as one would expect fourth grade boys and girls to use. At times the little actors would confuse the facts in the story, or lack for words to express their thoughts, and there would be a halt in the dramatization. But a friendly suggestion from the story-teller and all would be well. There were two or three rehearsals and each time the wording was just a little different, but after the first time there were no further suggestions. The boys and girls were encouraged to work out the details for themselves.

After two rehearsals they decided they would like to give the play at the opening exercises of the schools, and for the first time the principal of the school heard the little drama. The annual meeting of the stockholders of the local building and loan association was scheduled for the evening of January 12, and at the principal's suggestion the little folks attended the meeting of the stockholders

and again dramatized the little thrift story. Again all the selections of various scene locations were made by the children, and as the meeting was held in the court house, the prisoner's box was selected as the bank. It was five or six minutes of entertainment for the business men—for it was their boys and girls, or those of their neighbors, putting on a play. But the main purpose was the educational value to the children from the standpoint of the thrift lesson and also a practical lesson in language work.

A LESSON IN THRIFT.

SCENE I.

(Ralph's home—mother, father and little sister present. Father reading, mother sewing, little sister sitting on floor cutting paper dolls.)

Mother—Ralph should have been at home before this. I don't like the crowd of boys he runs with. But they are the sons of neighbors, and I see no way to keep them apart.

Father—They all have too much time on their hands and too much money to spend.

Mother—Yes, that is true, for Ralph never thinks of the value of either.

Little Sister—I save my money, daddy, almost every cent of it, and Ralph teases me about it, too.

Father—I wouldn't pay any attention to that. But tell me, little girl, how you save anything.

Little Sister—Oh, you see I wash dishes and keep the yard clean, and help mother with the work, and she pays me twenty-five cents a week. Now you wouldn't think that was very much, but a man came to our school one day and told us how people paid no more than that every week and then he showed us how much money they would have in about six or seven years. And what do you think? It was a whole hundred dollars.

Father—Oh, I see you carry a share of building and loan. Have you been able to pay it every week?

Little Sister—Yes, sir, every week, for if you don't you'll be fined a quarter. And then anyway, it isn't so hard to do a thing, if you make up your mind you are going to do it.

Father—Do you put all you make in the building and loan?

Little Sister—No, not quite all, for I make a little extra money sometimes. But if it hadn't been for that last week I would have been fined. You see, I was sick all week and didn't earn my quarter. But just on Saturday a woman came to our house and wanted to buy some shoes. So I sold her a pair that were too small for me, and there was my money for the building and loan.

Father—Ralph would do well to follow your example, little sister. Mother, has he received his money from his aunt yet?

Mother—No, and he is beginning to believe it isn't coming this Christmas.

Little Sister—He has been as mad as an old wet hen about it all day.

(Postman whistles).

Father—There is the postman now. Run to the door, sister.

Postman—(at door)—Here is a letter for Ralph.

Little Sister—Well, I am glad it came, for he has been expecting it for several days.

(Sister re-enters room, and hands letter to father.)

Father—Well, this is his letter from his auntie, and I suppose she has sent him five dollars, as usual. I wish there was some way to get him to save his money.

(Enter Ralph, running.)

Father—A letter for you, Ralph.

Ralph—Well, I am certainly glad it is here. I was afraid it wasn't coming. I didn't have but two dollars ahead, and I have just got to have a new ball and bat, and a football, and a gun and a new football suit. And I don't see how seven dollars is going to buy it all.

(Ralph reads letter and in anger throws it on floor and little sister tries to get it.)

Father—What is wrong, Ralph.

Ralph—My aunt has never been a boy, or she would not have written a letter like that.

Father—Did she not send you any money?

Ralph—Yes, but listen what she says (reads) "Dear Ralph: I am sending you a check for five dollars, which you are to deposit in the savings bank. If on your birthday which comes five months from now, you have increased the amount to ten dollars, I will send ten more to add to that."

YOUR LOVING AUNT."

Now, what good does money do a fellow, if he can't spend it? All of the other boys spend theirs.

Father—No, Ralph, you are mistaken. All boys do not spend their money. There are boys in the building where I work who don't. My office boy helps to support his widowed mother, and then manages to have a little bank account.

Ralph—He is not one of our boys.

Father—How would you like to go down tomorrow and spend the day in the office? We will lunch together and go to the bank and deposit your money.

Ralph—I'd like it fine to take lunch with you, but I don't want to put my money in the bank.

SCENE II.

(Father and Ralph, as they go down town.)

Father—You don't look like the same boy. Hair combed, teeth brushed, nails cleaned, shoes shined and I believe you have on new trousers.

Ralph—No, sir, they are not new. I got up early and cleaned and pressed my old ones.

SCENE III.

(At Lunch.)

Father—Well, Ralph, how do you like my office boy?

Ralph—Fine.

Father—His mother runs a grocery store in the edge of town.

Ralph—Why, father, he has some money of his own, for he showed me his bank book, and told me how he got four per cent interest.

(Man joins Ralph and his father.)

Father—Ralph, this man is the president of the largest college in the State. Mr. Jones, I am taking my boy to the bank today to make his first savings bank deposit.

Mr. Jones—He is not too young. He might like to know that some of the finest boys that we have ever had in college were able to be there because they started bank accounts when no older than he.

SCENE IV.

(The Bank—Father and Ralph wait their turn while a number of people make deposits, the last being an old woman who puts in \$10.)

Father—Mrs. O'Brien, how did you get together ten dollars?

Mrs. O'Brien—Oh, I saved my dimes and quarters, sir, and saving money is just like running store bills, counts up before you know it.

Father—(To cashier)—That woman scrubs floors for a living.

Banker—I am not surprised, for it is the poor people who have the most money in our bank.

Father—This is my son. He wants to open a savings account, and has five dollars to begin with.

Ralph—Seven, if you please, sir.

Banker—(Handing Ralph bank book)—Always bring this book with you when you come to make deposit.

SCENE V.

(Father's Office.)

Office Boy—I am very sorry, sir, but I will have to leave you. My mother is not well, and needs me in her little store.

Father—I am sorry to lose you, my boy. If there is ever anything I can do for you, let me know.

Office Boy—I am very much obliged, sir.

Ralph—Father, may I fill his job.

Father—I don't know, son; you may try. You will fellows seen anone else tihs pretty hard up and come directly from school.

Ralph—All right, sir, and may I have my money for my very own?

Father—I don't object, provided you are able to account for all of it at the end of the year.

SCENE VI.

(Year later. Number boys in street. Ralph passes.)

First Boy—Hello, stingy.

Second Boy—Come, let's go see the movies.

Third Boy—You needn't be afraid, I'll pay your way and set you up to peanuts, too.

Fourth Bo—I'll take you to the soda fountain, you haven't had a drink for a year.

Fifth Boy—I'll set up to cigarettes.

Ralph—No thank you, boys. I am in a hurry. Have a little business at the bank before it closes. Father promised to lend a man some money, but since I have saved the amount he needs, and the bank pays only four per cent interest, and he will give me six per cent and secure me with a mortgage on his home, father says it will be a good investment for me.

Boys—Come on fellows, let's have a good time. Sorry for stingy. He has got the swell head. Every time he sees any of us, he tries to put that bank book in an outside pocket.

SCENE VII.

(Ralph returning from bank passes boys)

Fifth Boy—Lending money, eh?

Ralph—Yes, just a little to your father. And if you fellows see anyone else that is pretty hard up and will give me good security I might be able to help them out.

First Boy—Ralph said he had a mortgage on your home.

Second Boy—No one is going to get one on our home, if I can help it. Because if that boy can save, I can, too.

Third Boy—I guess if you had been helping your father to save a little instead of helping him to spend, things might be different at your house.

First Boy—I tell you what let's do. Suppose we decide to save, too. But let's don't try the savings bank. We had better take the building and loan plan, 'cause we need something to make us come across with the payments every week. Then we'll all be stockholders, and it'll sound pretty big when we tell Ralph we have to attend the meeting of the building and loan stockholders.

(The lines were written after the children had been over it a number of times.)

ACCIDENTALLY SARCASTIC.

Mistress: "Bridget, I told you twice to have muffins for breakfast. Have you no intellect?"

Bridget: "No, mum; there's none in the house."
—Christian Register.

THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

THE ANNIVERSARY MONTH OF MANY CELEBRITIES

The month of February is a month for holiday celebrations. Lincoln's birthday comes February 12, followed by Saint Valentine's Day, February 14, and then Washington's birthday on the twenty-second. Early last fall it was suggested that the story-teller would find "Good Stories for Great Holidays," Houghton Mifflin Company, a most fruitful source of holiday stories. In this book there are ten good Lincoln stories, four Valentine stories, and five good Washington stories. In "Tell It Again Stories," Ginn and Company, there can be found a good Washington story and a good Valentine story. If the story-teller has these books there will be no lack of story material for these three holidays.

Lincoln's birthday is not generally celebrated in North Carolina, but he has been called the typical American, and the children will be interested in the above stories.

The resourceful teacher can use the Washington birthday stories for the purpose of dramatization. The children can play that they are having a Washington party, and as favors draw names of Washington stories. As each name is drawn let the child tell the story. When the last one has been told, have a flag raising. Children would delight in saluting the flag and in singing all the patriotic songs they know.

THE FEBRUARY PROGRAM.

Miss Annie Cherry, Lillington, N. C.

February, not only the shortest but the busiest school month in the year, is at hand once more. So numerous are the birthdays and the deathdays of the great and good, there is hardly a day in this short month we can pass over without being able to recall the life of some great patriotic spirit, lover of the beautiful, and even one, who has been handed down as the patron saint of the ages. The lessons that can be drawn from a short consideration of such noted figures gives to the alert teacher a wealth of varied material for her story-telling period. February, with its Lincoln's, Washington's, Dickens', and Longfellow's birthdays and its Valentine's Day, cannot, you can well see, be otherwise than a busy month; so every wide-awake teacher is, of course, busy arranging her most attractive series of story hours.

Every child knows the names of Washington and Lincoln, but I doubt if many of them have an idea of how these two men lived and what kind of people they really were. Here is a convenient time for the story-teller to come to the rescue of the poorly pictured comparisons of the two men and make them so real and true, they will be indelibly impressed upon the child's mind. A vivid contrast can be shown in the luxury and culture of Washington's home with the meagre cabin in the wilds of the "Hoosier State," where Lincoln's childhood was spent. Endeavor to show how the early struggles of Lincoln left their characteristic mark upon

his physical being; while on the other hand, in Washington we see culture, dignity, and refinement, as the result of a reserved, well-rounded early home training. Lead the children to see why it is that Lincoln, like Washington, is worthy of our love and admiration, in spite of the extreme poverty he was forced to endure.

Although we are willing to consider February the patriotic month, we must not forget that Longfellow, "the Children's Poet," and Dickens, the writer of many of our best short stories, must have a place on our story-telling program. Nor do we wish to overlook the rare opportunity for presenting many lessons in charity, gentleness and courtesy given to us in the story of the good St. Valentine. Whether we think of this story as a myth, or as a bit of ancient history, we must confess that it portrays a truth far too beautiful for us to overlook.

The following program for some of the special days in February is given merely as a suggestion to the enthusiastic teacher and story-teller:

Section 1—Charles Dickens' Birthday.

1. Give an interesting account of the life's history of Charles Dickens, the great story-writer.
2. Adapt and tell stories from "Little Dorrit," "Old Curiosity Shop," "Little Nell," and "Oliver Twist." These will give good pictures of some of the early struggles of Dickens, e. g. "Little Dorrit" tells about the debtors' prison, where his father was placed because he could not pay his debts. In "Oliver Twist" he writes about the miserable days he spent in an undesirable factory.

Section 2—Abraham Lincoln's Birthday.

1. Give a brief sketch of the boyhood of Lincoln.
2. Tell the story of Lincoln's early struggles and show how he overcame these obstacles and became one of our greatest national figures.
3. Give a vivid picture of the dedication of the cemetery at Gettysburg, at which time Lincoln made a most wonderful triumph over the people in a thrilling speech.
4. The following stories are taken from Frances Jenkins Oleott's "Good Stories for Great Holidays": "He Rescues the Birds," "Lincoln and the Little Girl," "Training for the Presidency," "Why Lincoln was Called 'Honest Abe,'" "A Stranger at Five Points," "A Solomon Come to Judgment," "George Pickett's Friend," "Lincoln the Lawyer," "The Courage of His Convictions," "His Springfield Farewell Address," and "Mr. Lincoln and the Bible."
5. "A Little Lad of Long Ago," found on page 267 "For the Children's Hour," published by Milton Bradley Co., New York.

Section 3—Saint Valentine's Day.

1. In connection with the origin of St. Valentine's Day, adapt and tell the story of the good St. Valentine.
2. "Saint Valentine," "A Prisoner's Valentine,"

"A Girl's Valentine Charm," "Mr. Peppy's His Valentine," and "Cupid and Psyche," are good Valentine stories taken from "Good Stories for Great Holidays" (pages 41-44).

3. "Stuart's Valentine," and "Big Brother's Valentine" selected from "The Children's Hour" (pages 255-257).

Section 4—Washington's Birthday.

1. Adapt and give a graphic picture of the life of Washington in the order as suggested in the outline below.

2. Teacher and pupils should make vivid contrasts between the early days of Washington and Lincoln; the physical difference that the different life of these two men produced; the costumes worn during Washington's life and those in Lincoln's day; the difference in the social life of the two periods; the reasons for considering Lincoln and Washington great men.

3. "Three Old Tales," "Young George and the Colt," "Washington the Athlete," "Washington at Yorktown," and "Washington's Modesty," all from "Good Stories for Great Holidays" (pages 59-67).

Section 5—Longfellow's Birthday.

1. The following stories should be told by the teacher or some of the larger pupils:

- a. The Boyhood of Longfellow.
- b. Longfellow's First Printed Poem.
- c. Longfellow as a College Professor.
- d. Longfellow's Home in Later Years.
- e. Longfellow's Kindness to Children.
- f. Longfellow's Careful Work.
- g. Longfellow's Chair.

2. Adapt and tell the story of "The Village Blacksmith," "Paul Revere's Ride," "The Children's Hour," "The Clock on the Stairs," "The Wreck of the Hesperus," "The Arrow and the Song," and selections from "Hiawatha." Later these stories should be dramatized by the children, especially, "The Children's Hour," "The Village Blacksmith" and certain scenes from "Hiawatha."

Section 6—Miscellaneous—Winter in General.

1. The following stories suitable for the cold, bleak, winter day can be found in "The Children's Hour," pages 125-137: "Winter," "Silvercap, King of the Frost Fairies," "What Broke the China Pitcher," "The Legend of the Dipper," "The Showman," and "Grandfather's Penny."

Little Boy Abe.

Little Boy Abe had a homely face,
But his heart was kindly and true;
And I think that I will try to be
Like Little Boy Abe—wouldn't you?

Little Boy Abe had an awkward way,
But his thoughts were noble and wise;
And I think a boy can be like him,
If hard, very hard, he tries.

Little Boy Abe dressed in homespun clothes,
But his wit was keen and bright;
And I think a boy will never be dull
If he thinks with all his might.

Little Boy Abe was very poor,
But he did his best every day;

And I think a boy can do his best, too,
If he follows Little Abe's way.

Little Abe grew into a man
Beloved by the people all;
And I'm going to try to grow great, like him,
Even if, now, I am small.

—Virginia Baker.

Like George Washington.

We cannot all be Washingtons
And have our birthdays celebrated;
But we can love the things he loved,
And hate the things he hated.

He loved the truth, he hated lies,
He minded what his mother taught him;
And every day he tried to do
The simplest duties that it brought him.

Perhaps the reason little folks
Are sometimes great when they grow tall,
Is just because, like Washington,
They did their best when they were small.

—Selected.

An Acrostic.

Great was the hero whose name we shall spell.
Eager to do his work nobly and well.
Orderly, too, in all his ways.
Righteous was he to the end of his days.
Good we are told, from his earliest youth
Earnest his efforts for freedom and truth.

Wise with a wisdom sent from above.
Ardent his hope for the country we love.
Strong was his arm when in Liberty's fight.
Honest his purpose that RIGHT should be MIGHT.
Indomitable was his courage we know.
Noble in thought his worthy deeds show.
Grand is the record that's left us to read.
True to his God and his country in need.
Obedient ever to duty's command.
None was so great in all the land.
ALL—And now you may see, when our spelling is done,
We give you the name of good GEORGE WASHINGTON.

—Ada Simpson Sherwood.

School Calendar for 1917.

January 1—New Year's Day.
January 19—R. E. Lee's Birthday.
January 17—Benjamin Franklin's Birthday.
February 12—Lincoln's Birthday.
February 14—St. Valentine's Day.
February 22—Washington's Birthday.
March or April—Easter.
May 1—May Day.
Second Sunday in May—Mother's Day.
May 10—Memorial Day.
First Monday in September—Labor Day.
October 12—Columbus Day.
October 31—Hallowe'en.
Last Thursday in November—Thanksgiving Day.
December 25—Christmas.

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The playground may be the best part of your educational institution. Therefore, don't mar that also.

The more you can train the children to talk, the less the teacher has to talk. Turn about is fair play. Give the child a chance.

The plan adopted by one of Superintendent F. M. Williamson's colored schools for raising school equipment money is fairly entitled to wear the label of "Made in Chatham."

Plans are being formed rapidly now for county school commencements. It is specially important that these public exercises should be just as successful as good and wise management can make them.

Mrs. Calvin H. Wiley, widow of the late Calvin H. Wiley, the first Superintendent of North Carolina, died at her home in Winston-Salem on January 3. She, like her husband, lived for others. She was known and beloved in her community for her church work.

Do you teach with the grade book in your hand? How would you like for the doctor to stand by your chair while you are eating and hold a bottle of medicine in one hand and a spoon in the other ready to give you a dose as soon as you lay your napkin down? It would affect the appetite, wouldn't it?

Did you ever see the like of the measles this year? Several schools have had to close on account of "them." In Durham it was found that only a very small per cent of children in school had not had the disease. Therefore, a request was sent out to quarantine them and keep the schools open. The schools did not close.

Chatham County is among the number that will have a county commencement this spring. Superintendent Williamson announces, in his attractive

"Chatham County School News," that in order not to leave out a single child, the big county commencement will be preceded by a community fair in each of the six divisions of the county that were made for teachers' meetings. The program of the fair will be practically the same on a smaller scale as that of the county commencement.

What have you learned from experience with county school commencements? Send your answer in time for the editor to print it or make use of it in the March number. He would be glad to have answers from all who have learned by experience that some things should be avoided, some omitted, some added, and some made better.

THE BEGINNING OF THE CITY SCHOOLS IN NORTH CAROLINA—1867 TO 1887.

Superintendent Charles L. Coon has contributed to the Greensboro News a very valuable article under the above title in which he clearly shows that the first graded city school system in North Carolina was in Wilmington. A history of the many attempts by various towns to vote taxes for the support of schools shows that the citizens themselves in some instances did vote the tax and in others would have voted the tax, but the General Assembly and the courts stood in the way—an evidence that the progressive spirit of the people was ahead of the spirit of its representatives. In concluding his article Superintendent Coon says:

"From all the evidence I can gather, this Charlotte graded school did not differ in any important respect from the "two well graded schools" of Wilmington, under the superintendence of Miss Bradley, during the school year of 1868-'69, or from the other public schools aided by the Peabody board maintained from 1869-1873 in Wilmington, Washington, New Bern, and Fayetteville. But even if this were not so, the matter seems to me to be settled by the pamphlet issued by Superintendent H. B. Blake, giving an account of the New Hanover public schools for 1873-'74. In describing the schools of Wilmington, Superintendent Blake says: 'The public schools of the city are maintained for eight months, beginning this year on the thirteenth of October, 1873, and closing on the fifth of June, 1874. There are three grades, primary, intermediate, and grammar schools.'

This report further sets forth the work of the different grades in the city schools of Wilmington, from primary reading to geometry and the like.

Thus it will be seen that on the day before the Rev. Mr. Boone took the train at Charlotte to go to Richmond to get information about graded schools, the Wilmington graded school began its fall session. The preliminary steps to establish the Wilmington graded school were taken in February, 1873, long before there is any record that Charlotte was contemplating the establishment of such a school. In fact, the Wilmington school authorities hoped the action they took in February, 1873, would lead other towns to take similar action.

IMPORTANT PUBLIC SCHOOL LEGISLATION.

The General Assembly is confronted with four important measures pertaining to education: (1) The election of County School Boards by popular vote; (2) a uniform certification of teachers, principals and superintendents; (3) an Educational Commission with power to make a thorough survey of the State public school system; and (4) a bill to make the teaching of adult illiterates a part of the State's educational system.

The first of these, the election of County School Boards, has entered the General Assembly from two or three different sources. But in each instance the initiation has come from members of the General Assembly. This is the most perplexing as well as the most important bill that the members of both houses will have to handle, because of its bearing on State politics.

The most important bill from the professional standpoint is the second measure mentioned above—that pertaining to the uniform certification of teachers, principals and superintendents. This bill was thoroughly discussed during the last Teachers' Assembly. It contains four important features: (1) The creation of a board of examiners and institute conductors to consist of State Superintendent, ex-officio chairman, the director of teacher training, ex-officio secretary, and six institute conductors to be nominated by the executive committee of the Teachers' Assembly and appointed by the Governor. (2) This board is empowered to fix a standard for and issue certificates to all teachers, principals and superintendents of both county and city schools. (3) It is required to issue to all teachers now holding a first grade or State certificate and to all county superintendents and to all city school teachers, principals and superintendents certificates without examination; moreover, the board is empowered to make permanent without examinations such certificates in accordance with requirements and regulations. (4) The six institute conductors will have charge of all institute work, the reading circle, and county associations; and are empowered to make other provisions for teacher training in the several counties.

These are the two most important educational bills before the General Assembly. If that body would place the election of the county boards back into the hands of the people, but would provide for the election of only one every two years, and if it would enact the present certification bill, the cause of education would be generally improved. The people themselves could then control the business side and the profession would control the professional side and each would be a check against the other.

There are objections of course to the election of county boards by the people, but it would hardly

be as objectionable as the present plan, but these objections could be more than offset by the work of this State board of examiners and institute conductors who will work at the business of improving teachers twelve months in the year. Moreover, under these bills if enacted into laws, the counties would not have as much latitude as they have now in selecting incompetent teachers and superintendents.

The other two measures, the educational commission bill and the adult illiteracy bill, seem to be so necessary that no opposition has yet appeared. Therefore, it is a safe guess that they will pass unless a fight develops over the election of county boards by the people and all progressive educational legislation is lost in the fight.

SCHOOL CREDIT FOR HOME WORK.

Superintendent R. H. Latham, of Winston-Salem, writes in the Winston-Salem News:

"With the idea in view of encouraging Winston-Salem school girls to apply at home what they learn at school, by co-operating with the home in getting the girls to do cheerfully the too often despised operations of household routine, the plan of giving school credit for home work in the domestic science and domestic art courses at the high school has been decided upon and will become effective at the high school with opening of the spring term on January 2."

Superintendent I. C. Griffin, of Shelby, publishes in the local paper a detailed plan for giving school credit for home work. This plan includes all the children in the system and specifies the home work and the amount of credit that will be given.

All such plans are worthy of careful study. There is a distinct value in them, and they should succeed. If they fail, the cause of failure will be found in the management and in the parents of the children—most likely, however, in the parents who see occult values in books and little educational value to the child in doing chores around the home. Parents may see an educational value in the girls making a graduating dress at home, but not in the boys feeding or milking the cows when such work is not necessary to lighten the burden on the home. The part the home is to play in this scheme will make it or mar it. The idea deserves to succeed, but study the reaction of the parents.

SOME THINGS A SCHOOL TEACHER SHOULD DO BESIDES TEACH.

The purpose of the teacher in a community is to teach the children. But suppose the family is so poor that the mother or the father needs the help of the children. The teacher should study the homes to see how many ways she can make the children useful to the home. This will be produc-

tive of sympathy and co-operation and will open the way for the larger education of the child.

Suppose the family does not need the help of the children? This is no excuse for making the children a positive burden. Again, the home should be visited and the sympathy and co-operation of the home should be secured. Are you teaching nature? Encourage the children to plant flowers and trees. Are you teaching physics in the high school? Encourage the boys to consider work of producing running water in the home. How much horse-power does the mother actually expend in carrying water from a distance to the home? Get the pupils measure the distance and calculate how many miles the mother has walked since the high school boys

were born. A good problem in mathematics. Physics is valuable to the community if it economizes time, energy and money.

Good reading matter should be provided for the home. Few doubtless have a good library. But that is insufficient. The community should have a circulating reading club. All the citizens could take a few magazines. Make a catalog of helpful articles. Send this paper to Mrs. A.— and ask her if the article on poultry raising is valuable. Send this magazine to Mr. B.— who takes an interest in politics and ask him if this article on Federal “log-rolling” is fair. Send this magazine to Mrs. C.— and ask her if the suggestions on pure food are helpful. In this way you can be helpful to the community.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1916-1917.

SECOND LESSON IN KNIGHT'S PUBLIC SCHOOL EDUCATION IN NORTH CAROLINA.

Read Chapters IX and X, Inclusive.

Chapter IX. Compare the growth of the school system under Wiley to the educational development in the State during the so-called experimental period. What difficulties confronted him? What were his actual educational achievements? How does he compare with Horace Mann and Henry Barnard? What was his educational philosophy? What were Braxton Craven's contributions to public education in North Carolina? Note his educational philosophy. How has the examination and certification of public school teachers in the State improved since Wiley's administration? What improvement is still needed to insure a more professionalized body of teachers in the State? Criticise the school system between 1853 and 1860. What educational influences did North Carolina have on other Southern States? Why were so few women engaged in teaching before the Civil War? Study carefully questions 10, 11, 13, and 14.

Chapter X. Note the great variety of texts in use in the State before 1860. Make a search for any old books in your community and compare them with texts now in use in the State. How were texts adopted in the State before the war? How are they adopted in the State today? What is your criticism of the present method of adopting school books in North Carolina? Have you ever seen a copy of The New England Primer? Of Pike's Arithmetic? Of Jess's Arithmetic? Of Morse's Geography? Note the description of educational conditions in Burke, Alamance, Union, and Wilkes Counties in 1857. What was a “noisy” school? Study all the questions at the end of the chapter, noting especially 2, 3, 4, 5, 6, 7, 8, 11, 12, and 13.

DISCUSSION OF THE JANUARY LESSON.

By E. W. Knight.

The history of education is not necessarily the history of schools merely but it concerns the the-

ory of education, the forces or conditions which produce the theory or theories, and the details of educational practices and administration. The subject has both a professional and practical value for the teacher; and the inspirational value of the story of a struggle for schools and the means of education is itself sufficient justification for its study.

The history of education in North Carolina before the Civil War suggests two questions: When did the State first commit itself to the theory of schools for the masses of its people? and When was that theory first put into practice? Between these two questions comes a third which naturally concerns the reasons for North Carolina's long delay in inaugurating a system of public schools.

It will be recalled that the original constitution committed the State to education. Here it should be remembered that North Carolina was the first of the Southern States and the second of all the States in the Union to incorporate in its constitution a provision for schools. This was a forward step; but it was many years before this mandate of the fundamental law of the land was obeyed.

There were many reasons for this delay. For many years following the Revolutionary War life in America was full of tense struggles and privations. Forests had to be cut, roads and other means of communication had to be established, and, before the day of inventions and labor-saving machines, these and other tasks taxed the resources of a people whose life was already laborious and toilsome. The little wealth which had been accumulated before that event was swept away by the Revolution and prosperity was slow to return. Moreover, population was sparse and isolated, and there were few interests on which genuine community co-operation and enterprises could be encouraged and promoted. Numerous other conditions likewise aided in retarding public educational progress. (See chapters V and VII.)

But with the report of Murphey in 1817 another forward step was taken. It stimulated wholesome educational interest, led to the establishment of the

Literary Fund in 1825, and became the basis of the school system finally established in 1839. With this report a new impetus was given to educational thought and the agitation for public schools became more or less intense. Out of Murphey's work a wholesome sentiment grew, and he became known as the father of public education in the State.

The next landmark in the State's educational growth was the establishment of the Literary Fund. The real significance of this endowment is empha-

sized in Chapter VI.

Finally in 1839, after a prolonged agitation closely akin to a fight, the first school law was passed in North Carolina. It was primitive and defective, but it marked a forward step in the educational growth of the State. The law is given in full in the text and should be studied closely and compared with the present law of North Carolina.

In the March number of **Education** a discussion of the reorganization period under Calvin H. Wiley will appear.

READING CIRCLE WORK IN LOWE'S GROVE FARM LIFE SCHOOL

By S. G. Husketh.

We, as teachers in Lowe's Grove High School and Farm Life School, believe in and seek to emphasize two things: (1) A professional and informational study, to the end that such study may, through the teacher, improve the work in the school room. (2) A knowledge of prevailing conditions in the community, to the end that the school, through co-operation of teachers and patrons may best serve the needs of the community. No amount of professional training can, we think, take the place of a knowledge of the pupils' home life, and of the social and intellectual needs of the community.

As to the first point mentioned, we use, according to the teacher and the grade of work done, such periodicals as the "Normal Instructor"—"Primary Plans," "Current Events," "**North Carolina Education**," "Review of Reviews," "Literary Digest," "New York Independent," and "Progressive Farmer," and encourage pupils to read them.

In the primary department, story-telling, story-reading, stencil work, paper cutting, etc., form parts of the work. In this was healthful rivalry for representation in the community fair.

In the grammar school, our teacher has pupils to make outlines of work in history and recite from outlines. "Jennings' Outlines" and "great Epochs in American History from Columbus to Roosevelt," are used by teacher, and in geography, Edward Van Dyke Robinson's "Commercial Geography" is used to supplement the text. In arithmetic, problems on the profits of the community's cotton crop, based on the varying prices proved interesting. Arnold's "Waymarks for Teachers," and Leiper's "Language Work" are used. In the grammar school we also have a Junior and Senior Literary Society with programs adapted to the use of each.

In the high school, as in other departments, we try to link the school work with the life of the community. Problems in percentage of the analyses of fertilizers, soil tests, milk tests, etc., are given by teacher of agriculture and kept in note books, and special problems in interest, bank discounts, etc., of farmer's notes in Lowe's Grove Credit Union are worked out by pupils in regular class in arithmetic.

In history and English, the teacher requires outlines of parallel work, the making and keeping of note books and outlines, and letters and themes on familiar subjects as, "How I Spent Christmas," "School News," etc., consisting of debates, songs,

papers and current events and topics of the day, readings, etc.

In Domestic Science, the study of physiology, food values, household management is emphasized and worked out in laboratories. An extension class for the ladies of the community is held each week.

In regard to the second point, we seek, by visiting, to know the pupils in their homes—to know that some come four miles to school while others come half a mile, that some need to be excused for being tardy while others do not, that some have more encouragement at home than others. We know in a general way at least, the home life of every child in the community.

We have also an informal teachers' club, which meets to consult for the needs of the school and the good of the community.

And last, we have just organized a community service league, by which we hope to study, co-operatively, the needs of our community and how to minister to them.

ADVICE ON THE SUBJECT OF FUMIGATION.

By Superintendent H. B. Smith.

Last September we had a few cases of diphtheria among the school children. I wrote to Dr. Rankin, Secretary of the State Board of Health, for some advice on the subject of fumigation. His reply was as follows:

"I do not believe in the fumigation of school houses on general principles. If you have had a case of diphtheria in some school room of very recent occurrence, that is, within a week, it might be well to fumigate the room, but as for fumigating whole school buildings just on general principles neither our State Board of Health nor any other State Board of Health that I know of would concur in the idea. If a school room is given a good scrubbing, well dusted and the desks wiped off with some solution of bichloride or carbolic acid and the building thoroughly aired nothing further needs to be done."

Dr. Rankin's letter further establishes in my mind the belief that the schools are wasting thousands of dollars each year on worthless disinfectants, deodorants, fumigants, soaps, etc. It is seldom that a week passes without our being called upon by one or a half dozen agents trying to sell these "goods." They have pictures of germs, and a fine line of talk to convince us that we are false

to our trusts if we fail to buy and use freely. They are perfectly sure that the health of the community is at stake.

If I am not seriously in error, two-thirds of the preparations on the market are worthless, and the other third is worth about half of what we are paying for it. We school men, together with the sheriffs of the counties, are spending a great deal

of the peoples' money on so-called disinfectants that do not disinfect or do anything else worthwhile. We are also oiling floors with preparations that greatly increase the inflammability of the buildings. Some companies are pushing the sale of a patented brush that oils the floors with kerosene oil!

Isn't it about time for some effective legislation on these matters?

News and Comment About Books

NOTES AND COMMENT.

Whipple's 38 rules on "How to Study Effectively" have been adopted by a number of secondary schools. It is designed for use by high school, normal school, and college students.

¶ ¶ ¶

Use North Carolina Poems for commencement prizes. Only ten copies of the cloth edition left. The price is now \$1.10 each. Send your order immediately to North Carolina Education, Raleigh, N. C.

¶ ¶ ¶

Over 250 pages of illustrative material suitable for practice in brief making is included in Professor Maxcy's "The Brief," recently published by Houghton Mifflin Company. Much of this was heretofore unavailable in a single volume.

¶ ¶ ¶

Oral English, business English, letter-writing, and newspaper English—four phases of English instruction which are demanding attention at present are treated from a fresh point of view in Miller's "Practical English Composition," published by Houghton Mifflin Company. English teachers will find a wealth of suggestion in the four books of this series.

NEW BOOKS.

First Lessons in American History. By Dr. S. E. Forman author of Advanced American History, Advanced Civics, etc. Cloth, 343 pages. Price, 65 cents. The Century Company, New York.

The author's story "centers around the men who have been leaders in American life," but it is not a series of mere biographical stories. It is a real history of the country's growth presented, as the author thinks it should be presented to beginners, largely in its biographical aspects. Particularly stimulating and suggestive are the questions preceding the chapters. Test questions on the text follow each chapter. A unique and instructive feature is the series of picture-maps showing the

successive changes in the country as its growth and development took place.

Number Stories. By Alhambra G. Deming. Cloth 205 pages. Price 60 cents. Beckley-Cardy Company, Chicago, Ills.

Stories to be read to pupils in the intermediate grades. Their primary aim is drill in the essentials of arithmetic as applied to children's experience. Other lessons, such as system, industry, courtesy, thrift, and consideration of parents are taught by suggestion.

How to Study Effectively. By Guy Montrose Whipple, Professor of Education, University of Illinois. Cloth, 44 pages. Price, 50 cents. Public School Publishing Company, Bloomington, Illinois.

This is a handy little "pocket classic" of real suggestive and directive value. Without padding or rubbish or wearisome tuning of fiddles, the author lays down a series of rules and sound maxims with just enough explanation to make them serviceable to the average high-school or college student. The suggestions have value, too, for the teacher of the elementary grades; and to them as well as to students of the higher grades these "38 rules for acquiring working habits of study" are confidently commended.

Thinking as a Science. By Henry Hazlitt. Cloth, 251 pages. Price, \$1.00 net. E. P. Dutton & Company, New York.

"A lot of dull, heavy stuff," you may say. Far from it. The book is written in an easy, human sort of style—the capital "I" bobbing up now and then—and is neither dull nor heavy. The author builds on the principle that the mind can be made efficient, just as the body can, by care and exercise. He indicates methods which will increase one's effectiveness in thinking, in the practical use of the mind. Some of the chapter titles are "Thinking With Method," "A Few Cautions," "Concentration," "Debate and Conversation," "Thinking and Reading," "Writing One's Thoughts," "Things Worth Thinking About," "Thinking as an Art," and "Books on Think-

ing." If you are an untrained thinker, reader, or writer, this straightforward, simple, and practical book will do you good service.

Cardinal Newman's Dream of Gerontius, with Introduction and Commentary for use in High Schools, Academies, and Colleges. By Julius Glibe, O. F. M., Franciscan Friary, Oakland, California. Cloth, 12 mo., 92 pages. Price, 30 cents. Schwartz, Kirwin, & Fauss, New York.

Cardinal Newman's poetic masterpiece is here put into form for study as a classic. It is a dramatic poem on the contemplation of death and reflects the theology and employs the phrasing of the Catholic faith relating to the subject treated. Gladstone assigned it to a high position in the literature of its time twenty years after it was first published, and in the more than fifty years since its first appearance it has been republished many times, one edition having seen forty-five reprints, it has been translated into French and German, and has been cast into an oratorio. The introduction and full notes seem to provide everything that could be desired in the way of apparatus for study.

An Introduction to the English Classics. Revised edition. By William P. Trent, Columbia University; Charles L. Hanson, Mechanic Arts High School, Boston, and William T. Brewster, Columbia University. Cloth, 302 pages, 60 cents. Ginn and Company, Boston, Mass.

In revising this fine introduction to the study of the English classics, after five years of use by teachers, the authors have made only negligible omissions from the first edition and have made not a few improvements by substitution and addition. The *Spy* is added to make two selections from Cooper; Coleridge is representative by selections instead of the single *Rime of the Ancient Mariner*; The Revolt of the Tartars gives place to Selections from the Old Testament; The Traveller is added to make three selections from Goldsmith; the Golden Treasury is substituted for Gray's *Elegy*; and desir-

No better offer: Two Normal Question Books, Lusby's Examiner, price \$1, and the Teachers' and Students' Quiz, price 50c., both post-paid for only \$1.25. Teachers' Supply Co., Grayson, Ky.

able additions are made by including Macaulay's Speeches on Copyright and Lincoln's Cooper Institute Address. The binder has slightly reduced the size of the book also, making it uniform in this respect with the well-known English Classics of the same publishers—a thoughtful and welcome improvement. To teachers who are not acquainted with this helpful volume, it should be said, perhaps, that it does not contain the text of the classics mentioned, but is a handbook of introductions to and guidance in the study of them.

The Hound of Heaven By Francis Thompson, with a Biographical Sketch and Notes by Michael A. Kelly, C. S. Sp., and an Introduction by Katherine Bregy. Cloth, 69 pages. Price, 50 cents. School Editions, linen 25 cents, paper 15 cents. Peter Reilly, Philadelphia, Pa.

This poetic masterpiece, written more than a quarter of a century ago by one whose "unhidden frailties" make his genius all the more appealing and who has been dead now near ten years, is here presented in form for class-room study. Of exceptional tenderness of conception and at many points of exquisite beauty of expression, the poem has lived and held the favor it won when first published in England four years after it was composed. It has only 183 lines, but the notes are so ample as, with the repeated text, to fill thirty-five pages, constituting almost a commentary. But this fullness is not unwelcome, nor could the notes, ample as they are, have sufficed without the sympathetic introduction and biographical sketch.

How to Use Your Mind. By Harry D. Kitson, Ph.D., Department of Psychology, University of Chicago. 12 mo. cloth, 216 pages. Price, \$1.00 net. J. B. Lippincott Company, Philadelphia, Pa.

This book was written for use as a text in a "Methods of Study" class at the University of Chicago. The first chapter is upon the intellectual problems of the college freshman, but these problems are the same that greet any man or woman upon undertaking new work. We then pass on to an emphasis upon the importance of notetaking and the best methods with which to take notes. Then follow a concise but scientific presentation of how the mind works when studying, a chapter upon the formation of study habits with enlightening treatment of James' work upon habits; chapters are then given to the memory, atten-

tion, and reason and the value of expression as an aid to each. The peculiar nature of the book is the apparent fact that it was written upon the basis of direct experience with students. The material is sound, practical, and helpful. It is a distinct and valuable contribution to the science and development of supervised study.

Clothing For Women. By Laura I. Baldt. 7 colored plates, 262 illustrations in text. 454 pages. 8vo. Net, \$2.00. J. B. Lippincott Company, Publishers, Philadelphia.

For the woman or girl who does her own or her family's sewing this book will prove a guide in her actual constructive work. It contains a fund of information concerning the prices and values of materials with interesting suggestions upon design, color and the art of dress. It will also give great help in problems concerned with the saving of income, by the author's information upon how a woman should plan her budget. It is the first issued of the "Lippincott's Home Manuals" and it gives promise that the series will be of transcendent economic value to women. In forming a wardrobe you purchase before you sew, and it is for this reason that the first part of this excellent book is devoted to "how and what to buy." The second part is devoted to the principles and problems of clothing design. The construction of clothing is the big subject of the third part. It is just the book that is needed to make the work of a woman in her home more satisfying and worth while. All manner of details are considered, such as the

proper tools, the use of pattern magazines, the housewife's proper method of making her budget, etc., etc. Women are overwhelmed by the temptation to use commercial patterns and the author tells just in what cases and to what extent they should be used. The illustrations throughout are new and have been made from especially prepared models.

The Teachers' and Students' Quiz, a pocket size Normal Question Book, will be sent postpaid for only 50c. Teachers' Supply Co., Grayson, Ky.

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The Visual Method of Teaching Agriculture with I. H. C. Charts and Booklets. SIMPLE, PRACTICAL, IMPRESSIVE. Lift present day methods out of the shadows of the abstract into the sunlight of Human Understanding. Send ten cents for sample booklets.

EDUCATIONAL DEPARTMENT, International Harvester Company of N. J., Harvester Building, Chicago.

TEACHERS WANTED \$100 TO \$150 MONTH.

All teachers should try the U. S. Government examinations to be held throughout the entire country during March and April. The positions to be filled pay from \$1200 to \$1800, have short hours and annual vacations with full pay.

Those interested should write immediately to Franklin Institute, Dept. W. 227, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Kansas City Superintendence Meeting February 26—March 3.

You are invited to use our rooms 215-216 Coatee House, for interviews, correspondence, etc. Free stenographic service. Dr. J. H. Hill, Mr. Louis Cogswell and Mr. B. F. Clark will be in attendance.

CLARK TEACHERS' AGENCY

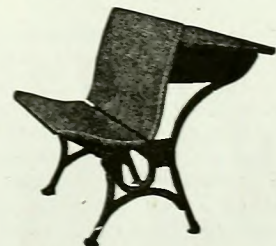
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State School News

SCHOOL NEWS BRIEFS.

The new Murphey School in Raleigh is expected to be ready for use about the first of March.

Says the Marshville Home: "Measles and mumps are cutting didoes in this section just now."

individual drinking cups, water cooler, waste basket, shovel, fifteen window lights, crayon and two dozen hat racks."

The Chatham County School News is neat, bright, and newsy. The first issue is sent out by Supt. F. M. Williamson under date of January. We have made use of it freely in this issue.

The White Cross school in Chatham County raised \$65.00 at a box supper in November. This tells what the school did with the money: "With this we have bought twenty patent desks, shades and curtains for all the windows, maps and pictures,

Demonstration in milk and soil testing for farmers will form a new departure in moonlight school instruction in Wake County. The testing feature of the course of instruction will be in addition to arithmetic, reading, spelling and writing.

Heretofore the office of the Wake County Superintendent has issued a bulletin for primary work only. This year it will issue a bulletin for the use of all grades up to the seventh. It will be prepared by the three supervisors: Miss Carraway, Miss Vernon, and Miss Hudson.

On account of increase in attendance in the Sanford graded schools and increase in fifth and seventh grades, partly due to semi-annual promotions, it became necessary to employ another teacher to take care of the overflow. Mrs. J. L. Gilmore has been employed to teach these grades.

That the English departments of our colleges are beginning to recognize the existence of modern literature is indicated by the fact that a fifth large edition has just been required of Cunliffe and Lomer's "Writing of To-day," a collection of prose articles of all types by well-known living writers.

Mecklenburg will continue to make use of the group teachers' meetings this year. They have been found by Supt. Matthews and his assistant, Miss Eloise Rankin, to be the most beneficial that the board has taken up since the opening of the schools

for the year of 1916-17. These meetings not only aid the teachers but they also stimulate a necessary amount of interest on the part of the communities in which the schools are located, and also reveal an increase in the school spirit among the students themselves.

Three thousand tubes of tooth-paste were distributed in one day last month to the teachers of Durham and Durham County. The pupils who receive the paste will be asked to sign a pledge promising to wash their teeth, and the tubes will be distributed only to those appearing in school with new brushes.

Notwithstanding the cold rainy weather, fifty Lee County teachers were present at their county meeting in Jonesboro January 13—one of the best meetings yet held. The next meeting will be held Saturday morning, February 3rd, at half-past ten o'clock in the new High School building. At this meeting a new line of work will be discussed.

Supt. B. P. Gentry, of Harnett, has adopted the group plan of holding meetings for his teachers. Several meetings have already been held in the various communities of the county for the rural schools, but the meeting at Duke January 20 was the first for the larger schools. The group meeting plan brings together the teachers who have the same problems to work out and eliminates the necessity for a program for all classes of teachers.

Chatham Will "Paint in a Day."

Chatham County is getting ready to paint at least fifty school houses in one day next summer.

The Board of Education is going to pay for one-half the paint, the district will pay for the other half, and the men of the community will apply the paint, and the ladies furnish the dinner.

Begin right now to make your school house one of the number. Details of plan will be printed next issue.—Chatham County School News.

ONLY TEN COPIES LEFT.

Only ten copies of North Carolina Poems (Edited by E. C. Brooks, with an introduction biographical sketches, and notes) now remain in the cloth binding and only four in paper. If you wish to own a copy, send \$1.10 for the cloth or 60 cents for the paper edition to North Carolina Education, Raleigh, N. C., at once.

101 BEST SONGS

Greatest Selling Song Book in World

This famous "101 Best Songs" has sold 2,500,000 copies through merit alone. It is in easy keys, words and music complete. Both scholars and teachers acknowledge it the best book. 10c copy, ppd., 70c doz., ppd., 3½c in 100 lots, F.O.B. Chicago. Send for Free Sample. THE CABLE CO., 1213 Cable Building, CHICAGO

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A capable man or woman to travel, preferably a teacher. Permanent position, substantial remuneration. Address

Dept. B, 815 Mutual Life Bldg., Buffalo, N. Y.

BETTER POSITIONS FOR GOOD TEACHERS BETTER TEACHERS FOR GOOD POSITIONS

The efficient teacher has little opportunity to look for a better position. The busy employer has little time for careful investigation. We bring together teacher and employer to the advantage of both.

A number of positions open for next fall in colleges and high class private schools.

President wanted for a woman's college; also a business manager wanted for another woman's college—both Southern institutions.

City superintendents are already asking us to line up well equipped specialists for the fall term.

WRITE TO-DAY FOR PARTICULARS.

The South Atlantic Teachers' Bureau,

GEORGE J. RAMSEY, President

(FORMER PRESIDENT PEACE INSTITUTE)

RALEIGH, N. C.

GUILFORD TEACHERS FAVOR PENSIONS.

Also Hear Mrs. Cunningham on the Importance of Training the Children in Habits of Fire Prevention.

The second quarterly meeting of the Guilford County Teachers' Association was held January 13, in the courthouse.

Mrs. John S. Cunningham, who has charge of the educational work of the State Insurance Department, was present and talked to the teachers on "Safety First." She explained first the work of the department under which she is working, that it does not sell insurance, but supervises the insurance companies doing business in the State.

Fire drills to teach the children to get out of a building quickly was urged by Mrs. Cunningham, especially if the building is a two-story structure. She asked the teachers to try to keep the boys from smoking and especially to warn the little tots about carelessness in handling matches.

"Last year," said Mrs. Cunningham, "192 children were hurned to death in North Carolina. No one hurned these children intentionally. A fender before the fire costs about fifty cents, and yet year after year these little tots, having no sense of danger, fall too near the fire and are hurned to death. In the schools of the State I find all kind of stoves, and not one in five is set up right. The most of them are set right square on the floor, and the pipes run all the way across the building and are hung so loosely that a little jar will knock them down."

The association went on record in favor of a bill for pensioning teachers. Each department appointed a representative to confer with the county board of education to discuss this matter.

The departments appointed representatives to confer with the county superintendent in regard to the county commencement for next spring.

The primary department of the association held a very profitable meeting in which Miss Williams, of the Normal College, talked to the teachers on third grade reading; Misses Lindley and Crutchfield, of the Jamestown High School, gave talks on husy work; Miss Mary Sharpe, of the Pomona school, gave the second installment in Leiper's "Language work in the Elementary

Grades;" and Miss Ora Scott, of the South Buffalo school, taught the teachers a song, "The Carpenter," thing.—Samuel Johnson.

The several departments of the association hold their next meetings on the 10th of February.

To be a Christian is to obey Christ, no matter how you feel.—Henry Ward Beecher.

SUMMER SCHOOL OF The North Carolina College of Agriculture and Mechanic Arts JUNE 12 TO JULY 27, 1917

"There can be no enduring prosperity for the men who till the land until the basic principles of good farming are universally understood and universally applied."

"It is my purpose to make every school a farm life school."

"No warrant should issue for the salary of any teacher save upon certificate that the prescribed course in agriculture had been fully and faithfully taught."

—Extracts from Governor Bickett's Inaugural Address.

Besides Agriculture, there will be courses in Education, Home Economics, Languages, Science, Mathematics, Manual Arts, Games, Music, Story Telling, etc., for Teachers in Primary, Grammar, and High School grades.

For preliminary announcement or other information, address,

W. A. WITHERS, Director,

Rooms 216-217 Winston Hall, - - West Raleigh, N. C.

The University of North Carolina Summer School for Teachers.

THIRTIETH SESSION, JUNE 12-JULY 27, 1917.

The thirtieth session of the Summer School for Teachers will open on June 12th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 27th. The days for registration will be June 12th and 13th.

THE FACULTY—A strong faculty of specialists and successful teachers and superintendents, chosen because of their recognized ability in their particular fields and their especial fitness for the work they are to do.

FOR WHOM COURSES ARE PLANNED—Professional and Cultural Courses are planned for

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

COURSES FOR COLLEGE AND UNIVERSITY CREDIT—Many of the courses offered count for credit towards the A. B. and A. M. degrees. Graduates of standard Colleges may, in four summers, complete work leading to the A. M. degree. To undergraduates the opportunity is offered to pursue courses leading to the A. B. degree.

EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address **N. W. WALKER,**
Director of the Summer School, Chapel Hill, N. C.

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Wilmington Has a Motion Picture.

The Hemenway school authorities of the Wilmington, N. C., system have secured a motion picture machine through the efforts of the pupils. When the machine is installed the school will be placed on an educational circuit, and many interesting films will be shown dealing with geography, history, botany and zoology.

A Durham County Dormitory Destroyed by Fire.

The dormitory at the Parrish agricultural high school at Bahama, Durham County, and all of the furnishings in the building were entirely destroyed by fire on January 17, entailing a property loss of more than \$3,000. The teachers, one student and three children of the principal, who were sleeping in the dormitory, narrowly escaped with their lives from the building which was a mass of flames. The property loss is partially covered by insurance.

New Departure for Moonlight Schools in Wake County.

Demonstration in milk and soil testing for farmers will form a new departure in moonlight school instruction in Wake County to be inaugurated when the moonlight school at Union Level, Little River township, opens Tuesday night for its initial session. Misses Grace Smith and Nina Harris will be in charge of the school and prospects are for a large enrolment. The testing feature of the course of instruction will be in addition to arithmetic, reading, spelling and writing. This school will be the fourth one to open in the county this term.

Secure Picture Machine for Their School Work.

County Agent Mack and Miss Mary Rowe, rural supervisor of schools, have secured a movie machine wherewith to illustrate their lectures on school and farm life and work in Catawba County. They will tour the community clubs of the county, discussing educational and agricultural subjects, showing on the screen what they are talking about. The machine is to be paid for by the community clubs in co-operation with the board of education. It is believed that these "movies" will stimulate the club work of the women, boys and girls.

The Measles in Greensboro.

The Greensboro News said early in January: "Measles has still further delayed the opening of the city-schools, the city commissioners yesterday morning resolving upon advice of Dr. F. C. Hyatt and W. C. A. Hammel, the superintendent of the schools, not to open them until January 22. There is one exception; the

high school is to be opened as announced, on Tuesday morning of next week, January 9. This was decided upon because the high school students have nearly all already suffered from the measles and therefore are to a reasonable certainty immune from further attack. All

the other schools will remain closed, and furthermore, the commissioners call upon the Sunday-school superintendents and teachers and upon the moving picture theater managers to discourage the congregation anywhere of children under 15 years of age."

Southern Teachers' Agency.

W. T. Jones
Columbia, S. C.

A BETTER POSITION

and How to Secure It, is the title of our new 20-page booklet telling all about Southern opportunities. Ask for it.

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EDWIN A. ALDERMAN, President.

JUNE 19th to AUGUST 2nd.

COURSES FOR COLLEGE CREDIT. COURSES FOR COLLEGE ENTRANCE. COURSES FOR HIGH SCHOOL TEACHERS. COURSES FOR ELEMENTARY TEACHERS.

Several hundred different courses in the following subjects:

Agriculture, Astronomy, Biology, Field Botany, Chemistry, Domestic Economy, Drawing, Education, English, French, Games, Geography, German, Greek, History, Hygiene and Sanitation, Latin, Library Methods, Manual Training, Mathematics, School Music, Philosophy, Physical Training, Physics, Psychology, Story Telling, Writing.

Special courses in Drawing, School Music, School Gardening, Aesthetic Gymnastics, Playgrounds and Recreation, Manual Training, Kindergarten with Observation Classes, Montessori Methods with Observation Work, Library Methods, Scout Masters' Course, Domestic Science, Special School of Art.

Definite courses leading to Professional Elementary Certificates, Primary Grade and Grammar Grade. Also Special High School Certificates and Certificates for Supervisors of Music, Drawing, Manual Training and Agriculture.

Attendance last session from 26 States.

The Most Beautiful and the Most Unique Campus in America.

Pleasant summer climate—comfortable accommodations at reasonable rates. Tuition \$15 to non-Virginians. Reduced railroad rates.

Music Festival, Fourth of July Pageant, Lectures, Rural Life Conference, Entertainments, Cheap Excursions to Washington, Luray Caverns, Old Point Comfort, Monticello.

Preliminary announcement in February.

Sixty-page announcement will be sent upon application to Chas. G. Maphis,

DIRECTOR OF THE SUMMER SCHOOL, UNIVERSITY, VIRGINIA.

MAKE ARRANGEMENTS NOW.

Summer School of the South

The University of Tennessee, Knoxville.]

Sixteenth Session June 19 to July 27, 1917.

Especially strong courses designed to train teachers in PRIMARY METHODS, ARTS AND CRAFTS, EXPRESSION, GRAMMAR GRADE METHODS, HOME ECONOMICS, AGRICULTURE, HEALTH EDUCATION, KINDERGARTEN, LIBRARY METHODS, PUBLIC SCHOOL MUSIC, PENMANSHIP, and PHYSICAL TRAINING.

Also a wide range of courses for entrance and college credit, including RURAL ECONOMICS, MANUAL TRAINING, MATHEMATICS, MECHANICAL ENGINEERING AND LANGUAGES. A full program of illustrated lectures, concerts, plays, and motion pictures. Excursions to points of interest.

Room reservation should be made now. Room and board \$33 to \$36 for six weeks.

Reduced railroad rates. Announcement sent on request.

Address, REGISTRAR, THE UNIVERSITY,
Knoxville, Tennessee.

A State High School Contest at Wake Forest College.

The Literary Societies of Wake Forest College in co-operation with the college authorities have inaugurated an Annual High School Declamation Contest to be held this year at Wake Forest College Friday evening, March 9. Rules and regulations governing the Contest have been prepared and will be supplied upon request. Two prizes will be awarded—a medal, costing \$12.50, will go to the best speaker, and a pin bearing the emblem of the two societies and costing \$5.00 will go to the second best speaker.

The following list of books containing suitable selections for declamations is recommended:

New Century Perfect Speaker, by John Coulter, price 75 cents; New Pieces That Will Take Prizes in Speaking Contests, by Harriet Blackstone, price 95 cents; Cumnock's School Speaker, by R. M. Cumnock, price 65 cents; Pieces That Have Taken Prizes in Speaking Contests, by Craig Gunnison, price 95 cents.

A Novel Way to Raise Betterment Funds.

In the initial number of his very neat and newsy Chatham County School News, Supt. F. M. Williamson prints the subjoined letter and says of the plan indicated that it is practicable "only in Chatham." The letter came from one of his colored teachers and is as follows:

Goldston, N. C., Jan. 8, 1917.

Dear Mr. Williamson:

I enclose a postoffice order for \$5.45 for which please order for our school eighteen feet of blackboard, moulding and chalk trough, and one dozen erasers. My pupils caught and sold rabbits to raise the money.

Yours truly,
ELIJA H. GOLDSTON.

Wake County Commencement on a Different Plan This Year.

Wake county school commencement this year, which will be held Friday, April 6, will be different from the commencements of the past two years. Instead of the exhibits and speeches, the exercises this year will conform more to the commencements of larger schools and colleges in the State. The plans were announced by Superintendent Giles at the meeting of the county teachers.

The first part of the commencement will be held in the morning, beginning at 10 o'clock, and will consist of debates between representatives of different schools, declamations, recitations, story reproduction, written spelling and awarding of diplomas to the seventh grade graduates.

The parade, which has always been the most important feature of the commencement, will also be

staged differently. Instead of forming in Nash Square and marching to the auditorium before the exercises, the parade this year will be immediately following the morning exercises, be formed at the auditorium and the children will march up Fayetteville street to the Capitol and thence to Nash Square for dinner.

The afternoon session of the commencement will be devoted to a musical entertainment, at which representatives from each school will take part.

Books for Teachers

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Buncombe and Asheville Provides School for Wayward Youth.

The county of Buncombe and the city of Asheville have taken an advance move that other counties and towns should observe. On January 4, at a joint meeting of the commissioners of the city and county, it was decided to open a temporary reform school for the young boys who appear before the local courts. The city will furnish the site, near the old waterworks site, pay \$100 per month and bear one-half the expenses of the institution. The urgent need of the school has been felt for some time, the old school having been swept away by the flood of last July. Youthful offenders are said to be on the increase before the local courts.

A Gift of One Thousand Dollars to Durham County Agricultural School.

Ex-Sheriff J. R. Blacknall, chairman of the Durham County Board of Education, announced on January 17th that he had received from Mr. W. W. Fuller, of New York, a check for \$1,000 as a gift for the Lowe's Grove farm life school. The money will be expended on the farm at the school under the direction of the county board of education.

Plans of a definite nature for expenditure of the recent contribution of \$1,000 will be formed by the county board of education shortly. The school now has seventy-one acres of land. Some of the land which is now timbered will be cleared and placed in a state of cultivation; more live stock will probably be purchased, and the equipment of the laboratory for agricultural work at the school may be enlarged. It is said that one thousand and one improvements may be made and no time will be lost by the board in mapping out a definite plan for developing the Lowe's Grove farm life school.

Two Triangle Debates in Currituck County.

Supt. R. W. Isley has sent out the following regulations governing the two triangular debates in his county:

Currituck, Moyock, Knotts Island will form the first triangle and may enter any grades in the debate. Harbinger, Jarvisburg and Poplar Branch will form the second triangle and will enter the 6th and 7th grades only. Currituck will send a team to Moyock, Moyock a team to Knotts Island and Knotts Island a team to Currituck; Harbinger a team to Poplar Branch; Poplar Branch a team to Jarvisburg, and Jarvisburg a team to Harbinger. The home team will uphold the affirmative and the visiting teams the negative of the question. The question is: "Resolved, That the Federal Government

should own and operate the railroads."

The teachers are to select three or five judges. Judges are to render decision on written ballot without conference. They are to count argument on basis of 50 per cent and delivery on basis of 50 per cent.

The length of the first speech may be ten minutes only and the second speech five minutes only. Both speech may be written and memorized—but it will be best to be able to do other work on reply.

The debates will be held at the above places on Friday night, February 23rd, 1917.

If two schools should win both sides of the question, the best negative team of one school and best affirmative of the other would be allowed to debate at county commencement. If no two schools win both sides, the best affirmative and best negative teams in the county will be selected to debate at county commencement. The number of votes that each team wins will or may help put it on the county commencement debate.

None but God is worthy of the whole offering of man.—Phillips Brooks.

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A Successful County Creamery Association.

In the spring of 1910 several of the progressive farmers of Franklin County, Tennessee, decided to try to get a creamery association started.

As a lot was donated by an interested party, there was no expense for this. These farmers then borrowed money from the bank to pay for the buildings.

A man who had taken a thorough course in butter making was hired to take charge of this new creamery. The cream is brought in by the farmers themselves or by a man who is hired to bring the cream for about 25 patrons.

When this association first started there were about 250 cows and these were of all breeds; now there are 2,500 cows, nearly all are pure-bred and quite a few are registered Jersey cows.

First-class butter is made and there is no trouble in selling it. Orders are sent in from all parts of the Southern States for our butter, as it is so pure and in such good condition.

Every year there has been a steady increase in the output. In 1913 \$3,400 worth of business was done; the next year the output was \$5,300; in 1915 the business amounted to \$7,500; and for this year (1916) \$10,000 worth of business will be done.—Harvey Benson, in *The Progressive Farmer*.

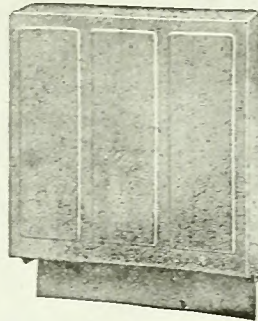
A correspondent of the Raleigh Times writes that the Harnett County schools under the supervision of Supt. B. P. Geutry and Rural Supervisor, Miss Annie Cherry, are making progress. These able workers in a little more than one year have aroused interest in the schools and put new life in the school work such as Harnett County has not known before.

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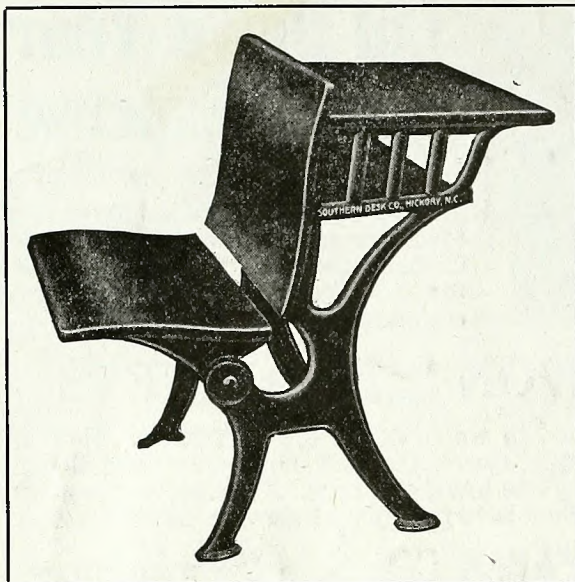
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 7.

RALEIGH, N. C., MARCH, 1917.

Price: \$1 a Year.

The Vision of a Great Institution

The closing paragraph of President Riddick's Inaugural Address, A. & M. College, Raleigh, N. C., February 22, 1917.

There is behind us a history that is short, but full of achievement; there is ahead of us the vision of a great institution devoted to industrial training and technical education in their broadest sense, whose field of endeavor shall be limited only by its ability to serve; an institution in which the science and practice of agriculture, of engineering, of chemistry and of the textile industries shall be taught to their most abstruse limits; and from which, on the other hand, the humblest farmer, mechanic or mill operative may receive that instruction which will increase his efficiency and earning capacity, and therefore make of him a better and more useful citizen; an institution which stands for democracy of education, and shall recognize no distinction in the dignity of vocations, except that which comes from the superior skill, intelligence and character of those who ply them; an institution whose aim shall be to promote the physical, mental and moral efficiency of those who come within the sphere of its influence; and above all, an institution which, while educating and training for efficiency in material things, shall never forget, or fail to impress upon its students, that the final aim of education is to elevate and expand the soul of man, to the end that he may become a more effective agent for the uplift of humanity and the bringing of God's kingdom upon earth.

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MILITARY TRAINING IN PUBLIC SCHOOLS

"Military training in the schools conceived as military drilling is undesirable and unavailing; military training conceived as a comprehensive program of physical, moral and civic education is desirable and even necessary," declares Dr. W. S. Small in a chapter on educational hygiene in the Annual Report of the Commissioner of Education, Department of Interior.

Dr. Small points out that military training thus conceived "offers a possibility of unifying and ennobling the now confused and disjointed activities in the field of physical and moral discipline. The physical and moral values of both gymnastics are well understood, but both lack comprehensive and unifying motive. All system of gymnastics are individualistic. Their appeal is to the desire of the individual for physical perfection. Competition is narrowly individualistic. Systems of athletics are mostly based upon group competitions, and if properly managed are very valuable, not only for physical development, but also for training in the very fundamentals of social morality. But the philosophy of athletics is the philosophy of play, and the philosophy of play is the philosophy of instinct—a philosophy that is not comprehensive enough to serve as a sole basis of physical and moral education. Military training rightly conceived includes these motives and subordinates them to the ideal of patriotism."

The report describes and discusses the so-called "Wyoming plan" originated by Capt. E. Z. Steever, U. S. A., outlines the plans of the New York military commission in relation to physical training, and analyzes the relation of military training to school organizations, concluding that "military training in the strict and technical sense will not be grafted upon the schools, but military training in the sense of a comprehensive program for physical, moral, and civic education in which some appropriate military affairs may be included is likely to find its way into all schools."

"THE LITTLE RED SCHOOL HOUSE."

Since Portland, Wash., was awarded the 1917 convention of the National Education Convention, tremendous interest has been aroused, even among the jesters. The latest witty announcement was the offering of a reward for the discovery of a "little red school house." The author of the story claims that he has looked for a school building of that color for more than 30 years, and has been unsuccessful in finding one.

However, the idea took root with the Portland decorations committee, and teachers who attend the convention July 7 to 14 will see a red school house. They will see a lot of them, because all of the public telephone booths will be fashioned to represent the little red building for sprouting ideas. Red school houses will be found at every street corner, and miniatures will hang from the wires at street intersections. They will be illuminated at night.

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Vol. XI. No. 7.

RALEIGH, N. C., MARCH, 1917.

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THE INAUGURATION OF PRESIDENT RIDDICK

The most important educational event in North Carolina during the month of February was the inauguration of Professor Wallace C. Riddick as President of the State Agricultural and Mechanical College. About a year ago Dr. D. H. Hill announced that at the end of the scholastic year he would retire from the presidency in order to devote his time exclusively to historical research. The Board of Trustees made a careful investigation of conditions and needs, studied men and measures out of the State as well as within the State, and came to the deliberate conclusion that Professor Wallace C. Riddick, head of the Department of Engineering of the A. & M. College, was the best qualified man for the presidency. He assumed the responsibility of guiding the affairs of the State's greatest technological institution on July 1, 1916, and on February 22, 1917, he was formally inaugurated as President.

The Inaugural Exercises.

Governor T. W. Bickett, opening the ceremonies after invocation by Bishop Joseph Blount Cheshire, paid tribute to the ideals and aims of A. and M. College about to inaugurate its fourth president. The future, he said, depends upon the will of the General Assembly and of the people of North Carolina.

"I insist and shall insist," Governor Bickett declared, "that this great college be given what it needs in the matter of men and appliances so that it may stand second to none in all this broad land."

"The first time I ever saw the president-elect," he added, "he was at work on the gridiron, bending low and infusing his own irresistible and unconquerable energy into the football team then under his supervision. Ever since then his work has been close to the ground. He is essentially of the soil and loves its. He is representative of the best traditions of our people and in his own quiet but masterful efficiency he is an illustration of our State's motto, 'To Be Rather Than to Seem.'"

Dr. Henry Sturgis Drinker, President of Lehigh University was then presented to the audience.

Dr. Drinker paid his tribute to the college and to the ideal behind its establishment. He bore the greeting of Lehigh and its endorsement of the worth and ability of the man chosen to lead the institution to further and greater successes and usefulness.

He insisted that the duty of higher institutions is not only for the promotion of education, but to aid in the promotion of national and local movements looking to the betterment of the people. He touched on forestry, conservation of natural resources and the conservation of vital resources.

Following this address, Governor Bickett presented Mr. Herbert Quick, member of Federal Farm Loan Board, and writer of note. It is of interest to the teachers of North Carolina that Mr. Quick is the author of "The Brown Mouse," one of the read-

ing circle books. He made a strong plea for a better rural school.

"The greatest problem of North Carolina," he declared, "is to develop a system of really rural schools." And he declared that in the State of North Carolina are some of the best rural schools in the United States.

"And I regret to say," he added, "that it also has some of the worst."

He had severe condemnation for the rural school system of the United States, saying, "Our rural school at best is but a bad copy of the city school. They are taught by little city-minded girls, as a rule, and half paid boys who are trying their best to get out of the country, and who have a thorough disdain for rural life."

"The whole idea of rural schools," he said, "seems to be away from rural life and rural needs, and against the working out of those problems in the laboratories of the farm and the school."

"Our boys and girls are shooting with educational bows and arrows in an age of machine guns and high powered rifles," he declared.

Ex-President D. H. Hill was next presented. He discussed the origin of agricultural education and the part that the Agricultural and Mechanical College is taking in promoting industrial training. Then as he presented Professor Wallace C. Riddick, president-elect for the oath of office, he concluded: "May this, my last service, be the best I have ever rendered this institution."

President Riddick's Address.

The new president paid honors to his three predecessors under whom he had served. He then spoke of college spirit as it had worked in his institution. He traced this spirit through the farm life schools, and through education made attractive to the whole people, adding: "It has been the theory of this institution that education will not become universal until the system is broad enough to fill the various needs of all mankind."

"And today," he concluded, "I solemnly pledge the college to continuance and wherever possible, an increase of this work."

"There is behind us a history that is short, but full of achievement; there is ahead of us the vision of a great institution devoted to industrial training and technical education in their broadest sense, whose field of endeavor shall be limited only by its ability to serve; an institution in which the science and practice of agriculture, of engineering, of chemistry and of the textile industries shall be taught to their most abstruse limits; and from which, on the other hand, the humblest farmer, mechanic or mill operative may receive that instruction which will increase his efficiency and earning capacity, and, therefore, make of him a better and more useful citizen: an institution which stands for democracy of education and shall recognize no distinction in the dignity of vocations, except that which comes

from the superior skill, intelligence and character of those who ply them; an institution whose aim shall be to promote the physical, mental and moral efficiency of those who come within the sphere of its influence; and, above all, an institution which, while educating and training for efficiency in material things, shall never forget, or fail to impress upon its students, that the final aim of education is

to elevate and expand the soul of man, to the end that he may become a more effective agent for the uplift of humanity and the bringing of God's Kingdom upon earth."

At the conclusion of this address fraternal greetings were extended from other institutions. The morning exercises was followed by a luncheon in the afternoon, and a reception in the evening.

THE VALUE OF HOME STUDY UNDER PARENTAL SUPERVISION

E. C. Brooks.

We may safely assume, I think, that parents who are daily interested in the progress of their children, will, if they have the opportunity, supervise the children's home study. This is true regardless of the provision made by the teacher for aiding the child to prepare the exercise in school. Let me be personal. I had three children in school a few years ago and it pleased me very much when the teachers announced that my children would have ample opportunity to prepare their lessons at school. These provisions were made because it was recognized that the teacher was the properly qualified person to supervise the children's study. Moreover, it was urged that methods of teaching have so changed in these latter days that parents are unable to instruct the children in a way that will not conflict with the school methods. Home study and home preparation should, therefore, give way to school study and school preparation.

These directions were pleasing to me because I had served as principal and later as superintendent, and these words sounded so much like my old arguments that I knew the reasoning was sound, and my household was advised to let the teacher teach the children, and I was willing to dismiss the whole question.

When the reports began to come in, however, there was an unmistakable warning that unless my children made considerable improvement they would be classed with the repeaters and the retarded, and then home study and parental supervision were again inaugurated in my household regardless of the improvement in school methods.

The foregoing story is told, not because it is an exceptional case, but because it seems to be the rule. Parental supervision of the activities of the child is an instinct. It is therefore general and unavoidable. But for this instinct parents would not make the sacrifice to send the children to school. These questions, then are pertinent: Can a public school be so conducted that the assistance of the parents may be entirely eliminated? If such a school is possible, is it desirable?

After pondering over these questions for a number of years, I observed that children who received close attention from their parents tended to progress faster as a rule than those who came from homes where this attention was wanting, either through negligence or through inability to give the right kind of attention. This question then arose: Is not the grading of the child adjusted unconsciously to home study under parental supervision? In other words, the child who receives double instruction, from the parent and from the teacher, makes better progress than the child who receives

the single instruction of the teacher. Hence a school that is so organized that the more progressive students may save a year or more is as a rule either consciously or unconsciously recognizing parental supervision.

The value of such an organization has been discussed so thoroughly and so generally of late years that it is unnecessary to consider it here. "Elastic grading," "the Cambridge plan," "the Portland plan," "the evil of the graded system," etc., subjects which have been so constantly before the public, and the reasonableness of the discussion has been so generally admitted, that the argument is here accepted. But the question to be considered is: To what extent is the organization of such a school adjusted to home study under parental supervision?

In order to secure sufficient information to warrant a reasonable conclusion, the fourth, fifth, and sixth grades of the city schools of Durham, North Carolina, were studied. The grading of the Durham schools is elastic and is a modification of the Cambridge plan. Each grade has at least two sections, A and B, and the student in the A section of the fourth grade may gain a year between the fourth grade and the high school (high-school work begins with the eighth grade.)

The home conditions and the home study of 268 pupils were studied. They were classified in school as follows: fourth grade, 122; fifth grade, 74; sixth grade, 72. These 268 pupils came from all classes of homes in the town of Durham. Some were from the factory district, while others came from the more fashionable and wealthier homes of the city; but a large majority, of course, came from the middle-class families.

As each home was visited the following blanks was used, on which was recorded the result of the visit:

-----Grade
Name of Child----- Age -----
Name of Parent----- Street Address-----

SUBJECTS STUDIED AT HOME		AMOUNT OF HOME WORK	ASSISTANCE AT HOME
Class Standing			
Arithmetic -----			
Spelling -----			
Geography -----			
Language -----			
History -----			
Hygiene -----			
Reading -----			

1. Does the child study in a room separate from the family?

2. What subject seems most difficult for the child?

3. Remarks as to the nature of the assistance, the condition of the home, and the possibilities of good supervision:

After each home had been visited and the foregoing blank had been filled out for each child, the superintendent supplied the class standing of each child, which was written immediately after each subject in the above form. The school sends out monthly reports, and this survey was made at the end of the fall term. Each pupil had received four reports. The method of reporting the class standing is as follows:

A grade of 1=90 to 100 per cent.

A grade of 2=75 to 89 per cent.

A grade of 3=60 to 74 per cent.

A grade of 4=failure.

Results in the Fourth Grade.

In the fourth grade 122 pupils were studied. The home of each pupil was visited, the parents were consulted, the home conditions were studied, the interests of the parents were noted, and the possibilities of home supervision were estimated. Of these pupils 65 were classified in the A section. That is, they were considered the more progressive, since they would in all probability gain a year by the time the high school was reached. The remaining 57 were classified in the B section. A majority of the pupils in this section would in all probability reach the high school in four years, but a considerable number would require five years to complete the four grades.

Since there are as a rule no repeaters in the Durham schools, except under very extraordinary conditions, it was decided to take the class standing of the pupils as a criterion, and for convenience to divide the pupils into two groups: (1) those who made an average of 2 or more in all subjects requiring previous preparation, and (2) that who made an average of less than 2 in all such subjects. The survey of the A section of the fourth grade is interesting. There was a total of 65 pupils in this section. Of this number, 38 came from homes where the home study was supervised and where the conditions for home study and home supervision were very favorable. For the first term, 30 of these made an average grade of 2 or more. Only 8 had a grade of less than 2. The number that received no home assistance or who came from homes where conditions were either not naturally favorable or where parents did not have sufficient control over their children to require home work of them was not so large, numbering only 27. Of this number 13 had a grade of 2 or more, while 14 had a grade of less than 2.

The A section, however, shows not only those who are taught at home, but the naturally quick and ambitious students, for in every such grade there will be a limited number of pupils who come from the poorest and most illiterate homes. Hence the 13 students in the section who made an average of more than 2 and yet received no home assistance might have included, and doubtless did include, a number of such pupils.

In the B section, however, the evidence is more nearly conclusive. In this section 57 children were studied. It was found that 29 of these pupils received home assistance, and of this number, 26 received a grade of 2 or more, while only 3 fell below that average grade. But 28 pupils received no

home supervision, and only 4 made an average grade of 2 or more, while 24 fell below 2. Very nearly all of these 122 pupils studied at home. But home work without parental supervision was of little value except to pupils of the A section.

These results indicate that the organization of the fourth grade is adjusted unconsciously to home supervision, and that the child of mediocre endowments coming from a home where the parents are either unable or unwilling to give attention to his progress has little chance of success in school. On the contrary, the school has a tendency to run over such a child and drop him by the wayside as the educational chariot progresses.

TABLE I

Fourth Grade.

	SECTION A		SECTION B		TOTAL
	Grade above 2	Grade below 2	Grade above 2	Grade below 2	
Home supervision.....	30	8	26	3	67
No home supervision.....	13	14	4	24	55
Total.....	43	22	30	27	122

Results in the Fifth Grade.

The results shown in the fifth-grade survey are very similar. In this grade 74 pupils were studied. They were classified in school as follows: A section, 38; B section, 36.

In the A section 21 pupils received home assistance, and only 1 of these fell below an average of 2. But 17 received no home assistance, and of this number only 2 fell below the grade of 2. The standing of this section was high. Only 3 pupils out of 38 had an average grade of less than 2. Here again we have the quick, bright, ambitious child easily adaptable to school work and seemingly able to do his own work without supervision. In addition, the pupils are a year older and are able to rely more on themselves than when just entering the grammar-school grades.

It is in the B section again that the pathetic story has its setting. Here 36 pupils were studied, of whom 24 received home assistance and supervision. Of these 19 made a grade of 2 or more, while only 5 fell below 2. However, of those who received no home assistance and had to rely solely on their own initiative or on such help as they might find, 10 fell below 2, while only 2 could stand with the elect.

TABLE II

Fifth Grade.

	SECTION A		SECTION B		TOTAL
	Grade above 2	Grade below 2	Grade above 2	Grade below 2	
Home supervision.....	20	1	19	5	45
No home supervision.....	15	2	2	10	29
Total.....	35	3	21	15	74

Results in the Sixth Grade.

It is noticeable in the fifth grade that home supervision is not quite the important factor that it is in the fourth grade, although the difference is very slight. In the sixth grade, however, the effect of home supervision on the standing of the child is not so marked although it is still an import-

ant factor. The 72 sixth-grade pupils studied were classified as follows: A section, 33; B section, 39. In the A section 20 pupils came under home supervision. Of these, 18 made an average grade of 2 or more, while only 2 fell below 2. But of the 13 who received no home assistance, 12 made an average grade of 2 or more, while only 1 fell below 2. The record of the A section of the sixth grade is similar to that of the fourth and fifth grades.

The test came again, however, in the B section. Here 39 pupils were studied. Of this number, 18 received home supervision, of whom 15 made an average grade of 2 or more, while only 3 fell below 2. But 21 received no home supervision, and of these, 11 made an average grade of 2 or more, while 10 fell below 2.

TABLE III
Sixth Grade.

	SECTION A		SECTION B		TOTAL
	Grade above 2	Grade below 2	Grade above 2	Grade below 2	
Home supervision.....	18	2	15	3	38
No home supervision.....	12	1	11	10	34
Total.....	30	3	26	13	72

Conclusion.

The survey of the fourth, fifth, and sixth grades seems to justify this conclusion: Where the parents are capable of guiding the child and are inclined to supervise the home study, their children succeed in school. But where the parents are illiterate or for other reasons are unable or unwilling to supervise the home study, their children as a rule either made slow progress or are failures entirely when measured by the progress of their companions in school. The grammar school, as it is organized generally, is, therefore, consciously or unconsciously adjusted to the home work of the child under parental supervision, and the assistance of the parents is a necessary supplement to the work of the teacher, for without it the children do not, as a rule, succeed in school.

This survey shows, moreover, that the pupils of the grammar grades of the Durham schools are well graded. Here are found the ungraded rooms for the misfits, provisions made for the more progressive students, and consideration for the less progressive. But this fact still remains, that with these provisions working so well that there are very few repeaters the progress of the child through the grammar grades is dependent upon the kind of home from which he comes and the care with which the parents supervise his study.

Since these things are so, the school that undertakes to prohibit or even limit the home study without becoming thoroughly acquainted with the parents and having a thorough understanding as to how much the teacher can do and the parents should do, is not only hitting at random in the educational world, but is running counter to a natural instinct. The most important step to take, therefore, it seems to me, is for the school supervisor to make the teacher conscious of this important, because necessary, factor and to bring about such a co-operation between the teacher and the parent that each may know the part that he is to take in this important work, in order that the worry and labor and

confusion in the home and the distrust of the teacher that prevails to a greater or less degree in the home where the parents supervise the home work may be reduced to a minimum. The teacher should become the supervisor of the home supervision as well as the teacher of the children in school, since home-study without parental supervision is of little value, especially in the fourth and fifth grades.

Mothers' meetings, parents' meetings, community meetings, are attempts to bring about a better co-operation between the home and the school, and they seem to fail just at this point: in order to relieve the already overworked home of this burden, the school has tried to take over the whole task of educating the child, and this is both an impossible and an undesirable task as the schools are now organized. Many functions of the home, instead of being carried over to the school, should be restored to the home, and it is one of the functions of the school to restore them to the home and then aid the home in keeping them. But when circumstances make it impossible for the home to assist in the child's education some provision should be made in school to supply that deficiency without taking over permanently functions that naturally belong to the home.

THE VALUE OF PERSEVERANCE.

Demosthenes, that poor stuttering son of a butler, became the most famous orator of ancient times. Virgil, the son of a baker, was the most celebrated of Latin poets. Aesop, the son of a slave, and almost a slave himself, managed to acquire imperishable fame. Thomas Wolsey, the son of a butcher, became Cardinal of the Church of Rome, and next to the King, in his day the most powerful person in the English Dominion. William Shakespeare, also the son of a butcher, yet one of the most famous poets the world has ever beheld. Oliver Cromwell rose from a comparatively humble station to be Protector of the English Commonwealth. Benjamin Franklin was a journeyman printer in his early days; he afterwards became one of the most celebrated philosophers and statesmen. William Guilford, the editor of the Quarterly Review, was in youth an humble shoemaker's apprentice, and for want of paper, was obliged to work his algebraic problems upon leather with an awl. Robert Burns, plowman, of Ayresshire, Scotland, was afterwards the greatest of Scotch poets. James Cook, for a long time a common sailor, but afterwards, on voyage of discovery, sailed three times around the world. Jeremy Taylor was a barber's boy, and afterwards a D. D. Thomas Tedford, the great civil engineer, was once a shepherd's boy. Inlige Jones was at first a journeyman carpenter, and afterwards the chief architect of his age. Halley, the astronomer, was the son of a poor soap boiler. Haydn, the composer, was the son of a poor wheelwright. Henry, the chemist, was the son of a weaver. Smeaton and Rennie, eminent engineers, were both of them, at one time, merely makers of mathematical instruments. And when you have read the lives of all these, ask yourself whether perseverance had not as much to do in making these men great, as any other quality which they possessed.—The Searchlight.

Watch the date on your label.

MEETINGS OF SCHOOL COMMITTEEMEN

The interest aroused by **North Carolina Education** in organizing school committeemen into an active body of educational workers is spreading. Superintendent Washington Catlett, of New Hanover County, writes the editor:

"You seemed so interested in this feature that I thought you would be pleased to know of our work. . . . We have held meetings annually, but at our meeting in December the committeemen were so impressed with the importance of co-operation that they formed an association and will hold monthly meetings. I anticipate great results from this. It will bring together monthly the most useful factor in the school organization. Heretofore they have been acting for each district alone, with little knowledge of the general welfare and needs of the school. They are business men and their experience and judgment in the affairs of life will add greatly to the administration of schools."

REPORT OF NEW HANOVER MEETING.

For the purpose of co-operating in the promotion of the educational work of the rural schools in New Hanover County, a number of committeemen from the various school districts of the county met at the Hemenway school for their regular afternoon at 2 o'clock and organized the New Hanover County School Committee Association. Saturday morning at 10:30 o'clock the Rural Teachers' Association met at the Hemenway school for their regular monthly session and the reading circle work was commended.

Woodus Kellum, Esq., chairman of the Board of Education, called the meeting of the rural school committeemen to order in the afternoon and explained to them the proposed bond issue of \$250,000, reading the pro rata amount that each rural school district in the county would receive and to what use it would be made in improving each school and promoting the educational work. The committeemen seemed pleased with the idea of the issuance of bonds to extend the work in their districts.

After a general discussion of the need of concerted action and co-operation among the sixty-three school committeemen of the county the association was formed and Committeeman J. P. Herring, of the Masonboro Sound school district, was elected president; Mr. J. R. Morris, of the Acorn Branch school district, was elected vice-president, and Prof. Washington Catlett, county superintendent of public instruction, was elected secretary. It was decided that the association should meet at 2 o'clock on the last Saturday in each month.

It is believed by the committeemen that the forming of the organization will mean an epoch in the history of the rural schools. The selection of competent teachers, promotion of civic work and the handling of all educational questions can hereafter be more intelligently accomplished.

REPORT OF DURHAM COUNTY MEETING.

With more than 60 Durham County school committeemen and representatives from rural school of the county present a joint meeting of local school authorities and the county school board was held Saturday at one o'clock in the education department assembly hall of the new court house.

This meeting marked the opening of a number

of joint meetings between local and held county school authorities to be held in this city.

Plans were made for holding one of these meetings once every three months. The second will be held on Saturday, April 28.

Object of the meeting is to bring about a closer relation between school committeemen and school officials of the county, looking toward improving of the education system of the county, Prof. C. W. Massey, superintendent of school, explains.

A great deal of interest was displayed by those attending the meeting and numbers of enthusiastic talks were made by numbers of those present.

Among those who spoke were Prof. Massey and Prof. W. H. Wannamaker, member of the county school board. Prof. Massey talked on the duties of school authorities and teachers.

He urged the beautifying of school grounds by the county teachers. He called attention to the fact that 15 years ago there were no high school studies taught in Durham County, while today there are 588 high school students attending the county schools. The meeting closed with an informal discussion by the committeemen of school problems.

COUNTY SUPERINTENDENTS MIGHT TRY THIS

I wonder if any of the county superintendents have ever tried the experiment of taking their committeemen in a body to visit the various schools of their own county. I put on such a tour this autumn. We spent two days visiting and inspecting at least one school in each township. Every one was so well pleased that it was decided to make the county trip an annual affair.

As I have said, this was a tour of inspection. My idea was that the trustees with poor school houses, abominable lighting facilities, no ventilation, disgraceful school-room decoration (and, by the way, I veritably believe the average school-room decorator is a criminal by birth), underpaid, and consequently, undertrained teachers, might be spurred into working improvements of inestimable value to their townships, by merely seeing splendid buildings, well-lighted, well-ventilated and beautifully decorated school-rooms, excellent equipment and the best teachers money can employ. I got up a great deal of enthusiasm myself. The average committeeman needs education; needs to contrast his poor schools with other people's good ones. Then he needs to be compelled to do a little reflecting. Too many of them are content to get elected and then leave the schools as well off as they found them. The trip was assuredly worth the effort. A committeeman said to me, "Why didn't we ever do this before?" And three committeemen are already talking enlarged buildings, more playgrounds and better equipment.—Educator Journal.

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School Room Methods and Devices.

TESTING A CLASS IN ARITHMETIC.

An opportunity came one morning to determine the habits of study of pupils in a seventh grade. The teacher of this grade had just announced that her pupils had covered thoroughly the subject of percentage. These simple questions were then put to the class, ample time being given for thought:

What is 300% of \$2? Only one gave the correct result. What is $\frac{1}{2}\%$ of \$16? Not one gave the correct result. $\frac{1}{2}\%$ was confused with $12\frac{1}{2}\%$.

The pupils were asked to write the following per cents in a column as decimals, with decimal points under one another as though adding: 25%; $2\frac{1}{2}\%$; 250%; $\frac{1}{4}\%$. Hardly a pupil could do this correctly. Here was a class which had finished percentage but did not know the FUNDAMENTALS of the subject. No one was more surprised than the teacher herself at the inability of these pupils to apply what they were supposed to know of percentage. After a conference the teacher asked for a month in which to TEACH the subject. At the end of that time another test was given and the results were truly surprising.

Incidentally it may be said that the above teachers were normal school graduates and were regarded as good, average teachers.—Wisconsin School Journal.

SPECIAL INTEREST IN GEOGRAPHY.

By Sallie B. Newman.

Interest in geography teaching has been awakened in the school this year by having the classes make a study of home geography.

The fifth grade cut a cardboard the shape of Chatham County, then covered the cardboard with cotton, bound it with rabbit fur, and designated the railroads with yellow grains of corn. A poem on the county officers was also prepared by this class. They have written original county stories and have their county song.

The teaching of geography should begin at home where things are seen and known and then go out to the great world, where things are beyond the pupils' sight and knowledge. Every pupil should know where his county is with reference to the State as a whole, and to the counties which bound it. He should know something of the nature of its soil, its mineral wealth, its forest value, its drainage and its water power. He should know when it was settled, and who settled it, the deeds of its great men in peace and war, the occupations of its citizens, and the possibility of its future growth and development.

This work can be begun in the third and fourth grades, but the eighth grade in connection with a review of Dodge's Comparative Geography is making this kind of geography and history study of Chatham.

Each pupil began this study of drawing a county map. Then with a general outline they have developed a topical outline, and under each topic of the outline at least one sentence, though, sometimes there are more than one sentence. The point is, if there is any simple statement of value, that may be made about the county, the pupil should

know it, write it, and be able to say it.—Chatham County School News.

SPELLING IN THE ERLANGER SCHOOL.

By Macon Epps.

I have tried to get results in spelling in a number of ways, but I have never found results so gratifying as the way we are teaching it now. In order that I may make what I am going to say a little plainer, or perhaps a little more impressive, I want to first use a simple illustration.

Suppose a stranger were to go into a town to address an audience of one hundred men, whom he had never seen. But before he began his address someone would introduce him to every man present, taking one after another. How many would he remember the next day, or even when he got around? On the other hand, suppose the stranger would meet five or six of these men at a time in a conference, talk with them, reason with them, learn the expressions of their faces, color of their hair and eyes, etc., then how many would he remember the next day?

This is exactly the principle on which we have based our spelling from the third grade up, and have had splendid results. We give them from 16 to 20 words at a lesson, depending on the grade, but not over five new ones. For instance, to get a starting point, we give them five for the first lesson; ten for the next; fifteen for the third; and twenty for the fourth. Adding five new words each lesson, and therefore reviewing the first five for four successive days. After this we drop off five words each day and add on five new ones as usual. This gives the child an opportunity to spell each line four days, and therefore thoroughly learn it.

We believe it is as hard for a child to learn from 20 to 30 words at a lesson as it is for the speaker just mentioned to learn his audience at one introduction. On the other hand, it is much easier for a child to learn five new words in a day, with the review, than it is for the stranger to learn five of his audience in a conference.

At the beginning of our term of school here, the children seemed to be far below the average in spelling, but since we have fallen on this plan they spell far better than the average class. They seldom miss a word. We write the lesson four days in a week and spell orally for head marks ones.

One might think at a glance that this is too much review and not enough progress. But when it is figured out one can readily see that it is not. For instance, if a child had to take 20 words, say, for a lesson, that would mean 100 words a week; 400 words a month; 3200 words a year of eight months; Then beginning at the fourth grade and continuing through the tenth the child would have attempted to learn 22,400 which I believe is impossible for any child to learn in that length of time. That is more words than any one needs to know. Again, if we give the child five new words a day, that will mean 25 new words a week; 100 a month; 800 for 8 months; and 5600 for the child till he leaves the high school.

PRACTICAL AGRICULTURE THROUGH FIELD, SCHOOL AND HOME PROJECTS.

By S. G. Rubinow.

This series of circulars is intended to be helpful to rural teachers in the teaching of agriculture. Care has been taken to prepare the material in the simplest and most practical manner, so as to place it within the reach of the largest number of teachers. Only those experiments have been included which will meet the minimum requirements of average school equipment.

An original method has been employed in presenting this material, by grouping the experiments in three classes, to-wit: School, field and home projects. Thus the school room subject becomes closely affiliated with the work that can be done at home, and field conditions become correlated with the work of the school.

The projects have been further classified into divisions that correspond to the months of the school year. A circular will be issued each month containing projects suitable for that time of the year. Particularly is this material adaptable to the three-teacher school, based as it is upon the elements of general agriculture, and founded upon a one-year course of study.

Soils—Outline of Subject Matter for Class Room Work.

In presenting the subject of soils to rural boys and girls, emphasis should be placed upon the important problems of soil fertility and crop adaptation. These problems are of paramount economic importance. The purpose of productive agriculture is to increase production without decreasing soil fertility. It is not satisfactory, therefore, to teach only the origin, geological classification and composition of soils; rather must the work treat of plant food, maintenance of soil fertility, manures, commercial, green and barnyard, and such other phases of the subject, which will suggest to boys and girls the necessity of ever making soils richer.

A. Subject.

1. Definition of soil—origin—kinds.
2. Geological classification of soil—sedentary—transported.
3. Types of soil—clay—loam—silt—sand—gravel.
4. Relation of moisture to soil.
5. Relation of air to soil.
7. Physical elements of soils.
6. Relation of temperature to soil.
 - a. Clay.
 - b. Sand.
 - c. Humus or organic matter.
8. Chemical composition of soils.
 - a. Most important plant foods.
 1. Nitrogen.
 2. Phosphorus.
 3. Potash.
8. How plant foods are supplied.
 - a. Barnyard manures.
 - b. Green manures—cover crops—crop rotation.
 - c. Commercial fertilizers.

B—References.

1. Text Books.
 - a. Agriculture for Beginners—Burkett, Stev-

ens and Hill. (State adopted text). Gin & Co., New York.

- b. First Principles of Soil Fertility—A. Vivian. (\$1.00). Orange Judd Co., New York.

2. Bulletins of State Experiment Station and State Department of Agriculture, West Raleigh, N. C. (Free).

- a. no. 32—Soil Survey Work in North Carolina.

- b. No. 24—How to Use Lime on the Farm.

- c. No. 234—Farm Draining in North Carolina.

- d. No. 236—The Prevention and Control of Erosion in North Carolina.

- e. No. 121—Hillside Terraces or Ditches.

3. Bulletins of U. S. Department of Agriculture, Washington, D. C. (Free.)

- a. No. 40—Farm Drainage.

- b. No. 257—Soil Fertility.

- c. No. 266—Management to Conserve Moisture of Soils.

- d. No. 245—Renovation of Worn-out Soils.

- e. No. 20—How to Prevent Warping of Soils.

- f. No. 278—Leguminous Crops for Green Manures.

- g. No. 342—Conservation of Soil Resources.

Project 1—Field—Obtaining Soil Samples.

1. Object—To obtain samples of soil by spade method.

2. Material—Spade, small airtight vessel, oil cloth 12 inches square.

3. Directions—Carefully remove grass and all vegetation from the spot from which soil sample is to be taken. Dig a hole one foot square. One side of the wall should be perpendicular. Lay the oil cloth in the bottom of the hole so that it will fit snugly against the perpendicular side. With the spade cut thin strips of the soil, letting the soil fall on the cloth. After cutting two inches of strips, remove the cloth, mix soil thoroughly, and place the samples in the vessels for future use. For obtaining sub-soil samples proceed as above, taking care to prevent surface soil from mixing with sub-soil.

4. Data—Record carefully description of each sample of surface and sub-soil obtained, noting the following:

Sample No.	Color	Texture	Depth	Character of vegetation Growing
1				
2				
3				
4				

5. Questions—
 - a. What is the chief difference between surface and sub-soil?
 - b. What contains more elements of fertility?
 - c. Why is deep and thorough plowing advisable?

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THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

STORIES FOR THE OPEN AIR AND FOR COUNTY COMMENCEMENT

With the coming of spring days the story telling group can gather in the open air for the stories. All the winter the meetings have been in doors, but the ideal place for story telling is in the open air. The grass will begin to grow green, and the violets and the pussy willows will put in their first appearance, and the boys and girls will want to be in the great, big outdoors. After they have played until tired they will be glad to hunt some sunny spot and listen to the story. It will be the story teller's opportunity.

Plans are now being made for the county commencements and a large part of the exercises should be stories told by the children. Then it seems that in arranging the program the school authorities should remember that addresses and speeches by orators no matter how eminent rarely appeal to the children with sufficient force to hold their attention when they are laboring under the excitement due to a trip to the county seat to attend the County Commencement exercises. The very best story teller in the county—whether man or woman—should be selected to tell the little folks stories. The teachers who, all the year, have been telling stories to their children will be qualified to take their part of the program. The little folks will enjoy them, and who among the older folks will not delight in a well told story? Last year one county superintendent, as was noted in the papers, secured a professional story-teller to entertain the children. The County Commencement ought to be the time when a whole county could be made to realize the merit of the story-tellers' art.

MARCH PROGRAM.

Mrs. E. J. Coltrane, Jamestown.

Since President Woodrow Wilson is to be inaugurated on March 4 it would be well to tell the children stories of a number of the presidents. These—or some of them—can be found in the various school libraries. February was a month of birthday celebrations, but it doesn't seem that many of the world's great men and women whose lives are familiar to boys and girls were born in March. Saint Patrick's day, however, comes in this month, and the resourceful teacher can get a story of Saint Patrick and tell the children, and then there might be innumerable Irish songs, stories and jokes.

The program given below is a miscellaneous one, and has most to do with spring. Following the program is a March story of Revolutionary times in North Carolina.

Bag of Wind, A Legend of the North Land. The Sun and The Wind, all from "The First Book of Stories for the Story Teller."

The Boy Who Discovered the Spring, Thumbelina, Little Daylight, The Story of Merrymin, How the Cricket Brought Good Fortune, all from "Stories Children Need."

Sybil's Pussies, The Little Acron, Pulling Up the

Corners, Dilly Dally, all from "Tell It Again Stories."

THE ENCAMPMENT OF CORNWALLIS AT DIXON'S MILL.

By Mrs. E. J. Coltrane.

"Boys, go hide the horses, and hide the bridles, too; the Red Coats are coming!"

This was the command given by a father to his son a few days following the battle of Guilford Courthouse, March 15, 1781.

After this indecisive battle General Cornwallis, the commander-in-chief of the British forces, and his men began their march to the sea. On the seventh day of the journey they halted at Dixon's Mill on Cane Creek near Snow Camp in the southern end of Alamance County.

Imagine what excitement reigned when 2000 Red Coats appeared in this quiet Quarker settlement. Two long lines of soldiers in scarlet came marching, marching, marching, heralded by rolling drum and piercing fife. The turn of the road and the rise and fall of the landscape served to make the spectacle more imposing. The British flags fluttering in the sun, the glittering swords, the shining caps and epaulets of officers on horseback, added a thrill to the beholders. Heavy wagons bearing artillery and army baggage brought up the rear. They now arrived at the mill and called a halt. Night was fast approaching, and glancing about they rapidly decided to pitch camp amid these favorable surroundings. The officers came up to the stone house of the miller, Simon Dixon, and ordered his family to vacate. The mother and the children who were at home took refuge in a fulling mill up the creek.

A story has been handed down that the old lady in her haste and excitement forgot her pipe, but returned for it when her smoking time came round. The guards on duty refused to let her pass, but after some delay and parleying the attention of Lord Cornwallis inside the house, was called to the trouble. He, after sufficient explanation had been made, granted her the privilege to pass in and get her pipe, which she did with evident satisfaction.

While the general and his officers were locating themselves comfortably in the stone mansion, the army outside was stacking the arms in long lines between the house and the mill located about fifty yards below. One little neighborhood boy came peering about to see what he could see, and a guardman said, "Boy, where is your old blunderbus?"

Stretching northward from the mill large fields of grain could be seen. This was soon to be trampled down by the scores of cattle which the soldiers would soon capture from the neighboring farmers. High rail fences were consumed in campfires to keep the soldiers warm. The cattle, when slaughtered, were taken to the church nearby and cut up on the benches, where they were stored away awaiting consumption.

Perhaps the most promising thing in prospect was the grist-mill nearby filled with grain. "Here's grain and a mill to grind it," they exclaimed. "Pour on some water, we'll have some meal," they said. But the water-wheel refused to move. "The thing's surely bewitched," some half-credulous cried. English, Scotch and Welsh poured out abusive language on the rebel old mill for a full half-hour, but never a move did the wheel make, and not a miller in their number could they find that understood how the miller had let the lightening rod down when he left the mill thereby preventing the wheels from turning around.

During the sojourn of the army those two days six soldiers died of wounds inflicted at Guilford Courthouse, and they were buried at the graveyard of Cane Creek church. Tradition says that there were some cannon left here also, but no search has ever brought them to light. The only souvenir that remains there today that came in actual touch with the honored guest in the stone-house is an arm-chair in which Lord Cornwallis sat. It is today owned by a descendant of Simon Dixon, the miller. The mill has been rebuilt several times on the original foundation, and the cellar of the stone-house, though nearly filled with stones and soil, can yet be located.



BETWEEN WINTER AND SPRING.

Lucy Lareom.

That weary time that comes between
The last snow and the earliest green!
On barren clod the wide fields lie,
And all our comfort is the sky.

We know that sap is in the tree,—
That life at buried roots must be;
Yet dreary is the earth we tread,
As if her very soul were dead.

Before the dawn the darkest hour,
The blank and chill before the flower!
Beauty prepares the background gray
Whereon her loveliest tints to lay.

Ah, patience! ere dream of it,
Spring's fair new gospel will be writ.
Look up! good only can befall,
While heaven is at the heart of all!



MARCH.

Lucy Lareom.

March! March! March! They are coming
In troops to the tune of the wind:
Red-headed woodpeckers drumming,
Gold-crested thrushes behind;
Sparrows in brown jackets hopping
Past every gateway and door;
Finches with crimson caps stopping
Just where they stopped years before.

March! March! March! They are slipping
Into their places at last:
Little white lily-buds, dripping
Under the showers that fall fast;
Buttercups, violets, roses;
Snowdrop and bluebell and pink;
Throng upon throng of sweet posies,
Bending the dewdrops to drink.

March! March! March! They will hurry
Forth at the wild bugle-sound;
Blossoms and birds in a flurry,
Fluttering all over the ground.
Hang out your flags, bird and willow!
Shake out your red tassels, larch!
Up, blades of grass, from your pillow!
Hear who is calling you—March!

HOW A CHAMBER OF COMMERCE AND A COMMUNITY CLUB HAVE WORKED TOGETHER.

By Roy Thomas, in the Progressive Farmer.

A conference attended by members of the Chamber of Commerce and representatives of the Bahama Community, was held last fall for the purpose of making plans to help the farmers solve the questions of better schools, better homes, more fertile and productive farms, better crops, better marketing facilities, etc. As a result of this meeting a committee was appointed on rural relations. In turn, the farmers organized a "Community Club," which is so to speak, the Chamber of Commerce of the rural community. These two bodies work jointly in carrying out any plan of improvement. The farmers, in order that they might have a definite, responsible and representative organization and be in a position to work more effectively with the Chamber of Commerce, strengthened the Community Club by enrolling nearly every person in the community as a member of the club. The club has a membership of over one hundred now.

Now, I shall give briefly the work accomplished so far:

1. Last fall, the Norfolk & Western Railway ran agricultural demonstration train over its road, but the schedule did not call for a stop at Baham. Through the efforts of the Secretary of the Chamber of Commerce arrangements were made for the train to stop in front of the farm life school, which was a convenient place for the pupils and people. The display of agricultural products and animals did much to stimulate a greater interest in growing better crops and animals in the community.

2. A rural credit union was organized in January with twenty-five charter members. The putting of 6 per cent money at the disposal of the farmers has enabled many of them to escape the high time prices in buying fertilizers and supplies for cash.

3. As a means of encouraging the dairy industry the Chamber of Commerce placed dairy laboratory materials at the Bahama Farm Life School. A number of the farmers have had the milk of their cows tested for butter fat, and as a result many "boarder cows" have been replaced with profitable cows.

4. Probably, the most important result has been the closer relationship developed between the city and the farmer. Much of the old feeling of the distrust and suspicion of the farmer for the city man has given way to a spirit of confidence and friendliness. The farmers realize now that the city merchant is interested in their success and is willing to help in any way, not from a charitable standpoint, but from the view of increased prosperity to both.

On your label is a date; renew before it is too late.

North Carolina Education

EDITOR: E. C. BROOKS, - Durham, N. C. | PUBLISHER: W. F. MARSHALL, Raleigh, N. C.

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Superintendent F. M. Williamson, of Chatham County, says that out of 119 teachers in his county only 33 are teaching in the same school this year as of last year, and that 56 are teaching for the first time in the county.

The teachers of West Durham graded school made 502 visits to parents during the month of January. It is well known that January was not an exceptionally good month for visiting. Such live work is responsible in large measure for the very fine success of that school.

The school year is fast drawing to a close. Now, honestly, have you one time stopped to think over this question—Why am I using history, geography, grammar, arithmetic, literature, etc., in teaching children? It would be exceedingly interesting to know just what your purpose has been in using these subjects.

President Robert H. Wright, of the East Carolina Training School, has been offered the presidency of Maryland Normal College at a salary considerably higher than that received by him in his present position. The fact that President Wright declined the offer will carry much pleasure to his host of friends in this State. His work as President of East Carolina Training School is a monument to him. He has built a great institution, one that is rendering a unique service to the State, and his decision to remain in the State gives one more confidence in the future of the State's educational progress.

THE COUNTY COMMENCEMENT.

The season is at hand when the County Commencement is the most talked of part of the educational work. Superintendents and teachers should have a care for those things especially:

1. The comfort of the children should be planned first. Wherever the exercises are held places

should be secured where children may have protection from cold and rain and from bodily inconvenience.

2. The first, second, third, and fourth grade children should not be marched into a small building to hear a big man talk on a broad subject. If there is plenty of room and they wish to go, let the teachers take charge of them. It is children's day as well as parents' day. Let a good story teller interest the little folks, while the speaker of the day is discussing the grown man's problems.

3. The school exhibits should be conveniently and attractively arranged. If the speaking is in the morning, announce at the close of the morning's exercises that the afternoon will be spent in inspecting the school work. It would be decidedly educative for some teacher to stand near the exhibits of her school and explain to the crowd as it passes by how the work was done, its meaning and its value.

4. Enough marshals should be provided to handle the crowd conveniently. It will be a great mistake to wait until the last minute and find that you do not have chairs enough to seat the speaker and the graduating class, that you do not know whether to meet in this building or in that, that you do not know whether to begin on time or wait a half-hour; that you do not know where to find the children who are to part in the program. In other words, don't prove yourself to be a very poor executive.

GARDENING IN ELEMENTARY CITY SCHOOLS.

That home gardening, directed by the school, is the most effective way for bringing boys and girls into a closer relationship with the affairs of life is asserted by C. D. Jarvis in a bulletin on "Gardening in Elementary City Schools" just issued by the Bureau of Education of the Department of the Interior. Mr. Jarvis declares: "In or about almost any city there may be found an abundance of land that may be used for productive gardening by school children. Within the limits of many cities there is sufficient land, if intensively cultivated, to supply the people with all the vegetables and a large proportion of the fruits and flowers needed. This unused land should be brought under cultivation."

In order that the best use may be made of this land for educational and productive purposes, it is suggested that trained and experienced teachers of gardening should be employed in every city. "Such teachers would instruct the children directly and the parents indirectly," declares Mr. Jarvis, "with the result that in a few years a generation of capable gardeners would be developed. But the development the real purpose and the main result of this work. With a common knowledge of the principles and

possibilities of crop production, the wage-earner of the future will not need to measure his income solely by the size of his pay envelope. He will consider, also, the productive capabilities of his garden plot and the extent to which it will reduce the cost of living. He will see the advantages of a suburban home, contrasted with the crowded and unwholesome tenement."

The Bureau of Education's bulletin points out the of strong-bodied, efficient, and contented citizens is possibilities of gardening from the point of view of democracy in education; its usefulness in developing thrift and industry; its value as a substitute for illegal child labor; and its justification in inculcating the joy of living. The bulletin also analyzes the methods of introducing gardening into the schools; describes the different types of gardens; shows the kinds of instruction and supervision that have proved useful; and goes somewhat into detail in planning garden plots and the disposal of the garden crop.

A CHANCE FOR THE BRIGHT PUPIL.

Superintendent of School, R. R. Rogers, Jamestown, New York, in his last report to the Board of Education describes his plan for permitting students to do so much work as they are capable of doing. He says.

"Pupils in the seventh and eighth grades of two schools have been given the opportunity to depart somewhat from the fixed course of study. Classes have been organized from the more capable and ambitious pupils in Latin, German and drawing on the basis of allowing one year high school credit for two years of this work in each subject.

"It is worthy of notice that almost without exception the pupils who have taken the additional work in high school subjects have led their classes in the regular work in the common branches. In fact, in a number of cases they have not only carried this higher work with credit, but have at the same time gone on in advance of the regular schedule and been promoted to the high school six months or a year earlier than the regular time. Others taking the high school subjects will enter the high school at the regular time, but will enter with high school credits in one or more subjects.

"This is not to be regarded as a forcing process. The studies of the sixth, seventh and eighth years of the elementary course do not need to occupy the full time of capable students. There is in most

of the elementary subjects of these grades so little new material and so much review that the effect upon a bright mind is more often to produce conceit and indifference than real intellectual efforts."

A SEVEN-YEAR ELEMENTARY SCHOOL AND A FOUR-YEAR HIGH SCHOOL.

Which is better a seven-year grammar school or an eight-year grammar school? The High School Quarterly of Georgia has compiled a study of the Southern States and this is the result:

Alabama—There is no disposition to have an eight-year elementary school. It was tried once, but the schools beginning with Birmingham, have the seven-year plan.

Arkansas—About two-thirds are organized on the basis of seven-years. "So far as I know," says Prof. B. W. Torreyson, State High School Inspector, the seven-year plan has proved satisfactory.

Louisiana—The seven-year plan is uniform in all the high schools of this State, with the exception of New Orleans and its is preparing to return to the seven-four plan in 1917-'18.

South Carolina—"So far as I know," says Prof. W. H. Hand, State High School Inspector, "there is no desire in South Carolina to give the eighth school year to the elementary schools."

Texas—"An eleven-year system," says Prof. J. L. Henderson, "will take care of the children until they are 18 years old. In my judgment this is about the time that young men and young women may safely be admitted to college."

Georgia—In Georgia there are only two school systems run on the eight-year plan. All the others either organized the seven-year school or adopted it later.

A GOOD USE OF THE FORGETTING SEASON.

The boys and girls who have been in school this winter will return to their homes and have about eight months to forget what they have learned in the last four months. I would suggest to them that they make good use of the school libraries and other good literature during the summer, to keep their minds active, and also try to digest what they read. It is not the amount that we read that counts, but it is what we get out of it and the mental training that we get while at it.—Jennings correspondent of The Statesville Landmark.

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Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

COURSE FOR 1916-1917.

THIRD LESSON IN KNIGHT'S PUBLIC SCHOOL EDUCATION IN NORTH CAROLINA.

Read Chapters XI to XVII, Inclusive.

Chapter XI. Read this chapter carefully, and then study the questions given at the end, noting

especially 1, 2, 3, 5, 6, 7, and 8. What was the actual influence of the war on education in the State? In the South?

Chapter XII. What were the educational conditions in the State during the reconstruction period? Study questions 1, 2, 3, 4, 5, 7, 8, 9, and 10. Com-

pare the program of the Teachers' Association in 1874 with the program of the last Teachers' Assembly held in the State.

Chapter XIII. Read this chapter and note the principle on which appropriations were made from the Peabody Fund. How much aid did your community receive from this endowment? Study the questions at the end of the chapter, noting especially 3, 5, 6, 7, and 8.

Chapter XIV. Note the messages of the governors after 1876 and their arguments for increased educational advantages. What were the defects of the school system between 1877 and 1900? Study questions 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, and 13.

V

Fifth Assignment.

Read Chapters XV to XVII, Inclusive.

Chapter XV. Why is Charles B. Aycock known as the "educational Governor" of North Carolina? What were his educational achievements? Who were his co-laborers for educational advancement? What were the actual educational conditions in the State when he was elected Governor? Compare educational conditions then with conditions in 1860. Discuss the educational campaigns of 1902-'04. Study questions 2, 4, 5, 6, 7, 8, and 9.

Chapter XVI. Read this chapter carefully and then note the questions at the end, paying especial attention to 1, 2, 3, 6, 7, 10, 11, and 12.

Chapter XVII. This chapter was contributed by State Superintendent James Y. Joyner and contains his own prophecy for the future development of public education in North Carolina. Read it carefully and note the educational achievements yet to be made in the State.

DISCUSSION OF THE FEBRUARY LESSON.

By E. W. Knight.

In the February number of *North Carolina Education* the history of North Carolina's educational efforts was discussed up to the passage of the first school law in 1839. Although that law was primitive and defective in a lack of provision for central supervision and direction of the school system, it was more or less advanced in at least two respects. In the first place, the principle of school support provided for in this legislation, that of a local tax combined with the annual income from the permanent public-school endowment which was established in 1825, was a sound principle and served to stimulate local initiative and community co-operation. This stimulus was greatly needed not only in this State and the South generally, but throughout the entire country at that time. And this continued the principle of school support in the State until the Civil War. The other advanced feature of the system created by this school law was the democratic principle on which the system was to operate. The schools were to be open free to all rather than to the poor. This feature is unique in the history of ante-bellum educational endeavor in the Southern States. The earliest school gave preference to the poor of the community, with the result that prejudice early developed against public schools and persisted for many

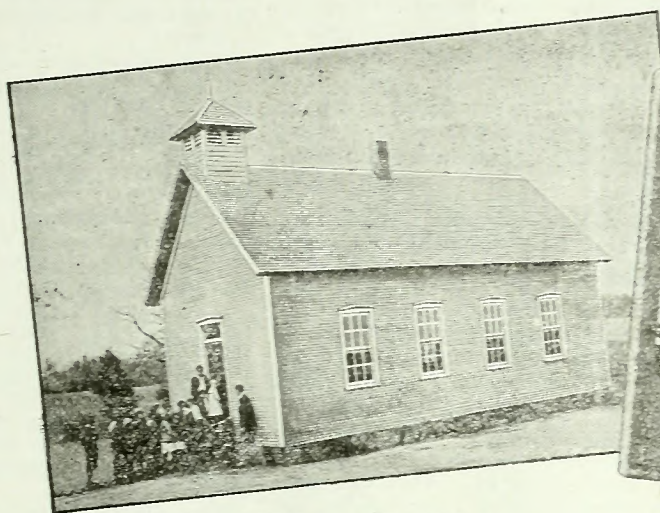
years. North Carolina was slow to adopt a school plan, but the one finally adopted proved to be, in many ways, in keeping with the best educational theory of the period. In this fact there is just cause for pride; any other plan could not have given the State such a creditable school system before the war.

The chief defect of the plan was its lack of central supervision, but this was corrected in 1852 when Calvin H. Wiley became the first superintendent of schools. Up to that time the county officials had been negligent, teachers were scarce and poorly trained for their duties, and the great diversity of habits among the people of the State made it difficult for the school to make any satisfactory progress. But from the day Wiley entered office until the outbreak of the war conditions improved with the result that North Carolina is given the distinction of educational leadership in the entire Southern States before 1860. This position was largely acquired through the wisdom, energy, and resourcefulness of the superintendent.

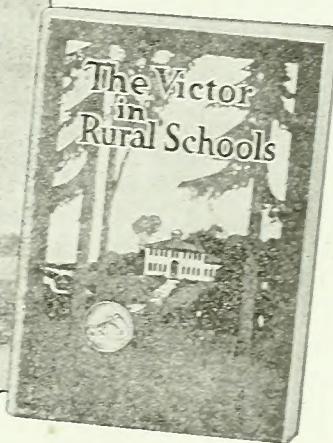
Dr. Wiley served in the capacity of State superintendent until 1866. During these thirteen years of labor he worked consistently and hopefully for a complete reorganization and improvement of all the educational forces of the State. He made tours from one end of the State to the other in an effort to arouse interest in the great cause which lay so close to his heart. Considering the obstacles under which he worked his services compare favorably with those of Horace Mann in Massachusetts and of Henry Barnard in Connecticut. Facilities for travel were poor and Wiley's tours of the State had to be made by private conveyance and at his own expenses, even though his annual salary was only \$1,500. His correspondence with local school officers was enormous and at a time when he could not have typewriters or fountain pens. Moreover, he was not allowed a clerk to aid him in a position heavily burdened with routine and clerical duties. His heart never failed, however, and gradually he gave the State a creditable system of schools. His leadership was greatly appreciated and his services and advice were often sought outside his State. Virginia, South Carolina, and Georgia tried to copy the educational example of North Carolina, and Wiley was invited to appear before the Legislature of Georgia for the purpose of aiding that State in improving its school system.

During his years of faithful service Dr. Wiley prepared some of the textbooks in the school, (see chapter IX), organized the teachers of the State, and edited a teachers' journal. His influence was rapidly expanding, and his wise leadership kept the schools open through the dark days of the war. As late as 1865, when Johnston surrendered, Wiley was receiving official school returns from many of the counties. With the loss of the school funds, however, through a gradual depreciation of Confederate currency, the schools were forced to suspend. But a creditable record had been made. Statistics covering the period from 1852 to 1860 may be found in Chapter IX, and Chapter X furnishes facts concerning actual educational practices in the State during these years.

In the April number of *North Carolina Education* there will appear a discussion of the reorganization of the schools after the war and reconstruction.



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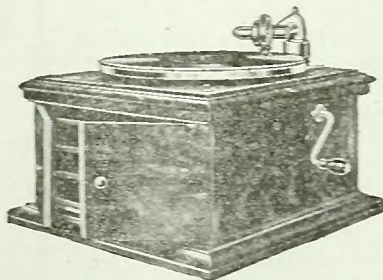
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News and Comment About Books

NOTES AND COMMENT.

In one of his books on "Practical English Composition" (Houghton, Mifflin Company), Edwin L. Miller says "English is not an easy subject. It is the hardest subject in the curriculum. To succeed in English, three things are required: (1) work; (2) work; (3) WORK."

¶ ¶ ¶

In connection with the training of Latin teachers at the University of Wisconsin at Madison a sheet of "Latin Notes" is issued periodically. Its aims are: intercommunication among teachers; to gather and present practical suggestions about teaching Latin; to give useful information in the way of noticing new books and equipment, and to aid and supplement the work of the Publicity Committee of the Latin Teachers' Association. The number for February 10 discusses the "Latin Teacher's Handicaps and Some Suggestions for Meeting Them."

Literature for School Use—a Notable Anniversary.

Thirty-five years ago this spring the following modest announcement appeared in the Literary Bulletin of a Boston publishing house:

"American Classics for Schools.—Under this title Houghton, Mifflin & Company will publish a series of small volumes consisting of selections from the works of the most eminent American writers, with special reference to the needs and interests of young people, particularly in schools. These selections will be made with studious care to include only those pieces which youthful readers will easily understand and appreciate, and which, by the charm of their style, will be to their readers an inspiration and incentive to the study of good literature."

Publishers and editors builded better than they knew. So well did these classics meet and continue to meet the interests of the schools, that not only the literature of the day of their initiation was laid under tribute but the riches of former times and the harvests of succeeding days yielded their golden treasures, until in all more than 2,500 titles and now assembled in "the series of small volumes selected with special reference to the needs and interests of young people." It is not possible to estimate how large an influence these little books have had in the education of thousands of boys and girls. Not only to the schools within our borders do they find their way but, girdling the world, they bring to those in the uttermost parts,—Alaska, Hawaii, China, India, Turkey, South America,—some message from the master writers and thinkers.

The mastery of the eight-foot library in which these volumes can be confined would assure a more than ordinary acquaintance with the worth-while in literature from Ho-

mer to the present day. For a moderate sum a choice library of history, geography, poetry, essays, fiction, and mythology can be selected for school use, from the lowest grade through the high school, or a delectable library got together for the modest home that would not fall far short of proving a perpetual fountain of intellectual youth.

NEW BOOKS.

When a Fellow Needs a Friend.

By John J. Gifford. An envelope booklet. Price 35c; postpaid, 38c. Stone Publishing Company, Charlotte, N. C.

A short foreword by Charles H. Ingersoll, of dollar-watch fame, gives a touch of human interest to this little book of verses. They are free and easy—at one or two points to free; some are rollicking, some serious, a few saturated with pathos.

A Rural Arithmetic: A Text-book for Grammar Grades and Secondary Schools. By Irwin A. Madden and Edwin A. Turner. Cloth, 258 pages. Price 65 cents net. Houghton Mifflin Company, Boston, Mass.

The authors, one a professor of agriculture and the other a director of a training school, both of the Illinois State Normal University, believe that rural life, which directly concerns more than fifty per cent of our people, can supply adequate material for the mastery of the fundamental principles of arithmetic. This book is well organized, beginning

Enter College in March

One-third of a college year's work can be done at Peabody College between March 22nd and June 12th. Or two-thirds of a year's work can be done between April and August, by attending the Spring and Summer Quarters.

In Elementary Education ten courses will be given during the Spring Quarter. By Prof. McMurry, Principles and Practice in the Elementary School, Saturday Studies for Teachers, and Supervision of Instruction; by Prof. T. Alexander, Special Observational Studies in Elementary School; by Prof. Shoninger, Number Work for Grades I and III, and Problems in Critic Teaching; and by Miss Crawford, Kindergarten Activities and Materials, and Teaching in the Kindergarten.

A preliminary announcement of the Summer School was issued in January, and the annual catalog containing the 1917 Summer School courses will be issued in March. Write for them.

The Spring Quarter extends from March 22 to June 12; the Summer Quarter from June 14 to August 31 (the first term from June 14 to July 20, the second term from July 21 to August 31.)

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with the simpler and proceeding to the more difficult farm problems. The cost of growing farm crops is followed by the composition of fertilizers, then come feeding problems, household economy, building construction, business forms, and farm accounts.

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High School Building at Knap of Reeds Burned.

The High School building of Knap of Reeds was burned February 12. It is believed that the fire was of an incendiary origin. On Saturday before there was held an election for levying a special tax for increasing the equipment of the school. It was carried by a very narrow margin and the feeling was so severe that many believe the fire was the result of the election.

The fire was discovered at 2 o'clock this morning by Charlie Roberts, a progressive citizen of the village, and Principal J. Ralph Weaver. The blaze seems to have broken out in the building where no flue penetrated, and fire was last placed in the furnace early Saturday morning. The building, piano, and school furniture were enveloped in the flames. The loss was appraised at \$2,600, with \$2,000 insurance.

The election on Saturday had been waged under heavy handicaps, insuring a victory by 31 votes for and 26 votes against the measure. The bond issue imposed contemplated the erection of a \$6,000 building, adequately equipped. Knap of Reeds borders on the Durham county line, and accommodates a school population of 110. An old, deserted building will be used till the new structure can be erected.

Progress on Endowment Fund for Greensboro College.

Special progress is being made in raising the \$150,000 for endowment and a new dormitory for the Greensboro College for Women. Gifts so far received insure the construction of the new dormitory, which is to cost \$40,000.

The largest gift made to the college during the campaign is by C. G. Bailey, of Advance, whose \$10,000 subscription has just been announced. This splendid gift was received last week while Dr. Turrentine and Mr. Curtis were canvassing Winston-Salem. Among the Twin City contributors were M. D. Stockton, \$1,000; Hugh D. Chatham, \$500, and M. A. Walker, \$500. There were other subscriptions by Winston-Salem people.—News and Observer.

Additions to Summer School Staff of the A. & M. College.

In addition to those already announced, the following lecturers will be on the staff of the A. & M. Summer School: Dr. T. C. Amick, Professor of Mathematics, Elon College; Wm. Hand Browne, Professor of Physics and Electrical Engineering, A. & M. College; Dr. T. P. Harrison, Dean and Professor of English, A. & M. College; R. Blinn Owen, Music Department of St. Mary's School; L. L. Vaughn, Assistant Professor of

Experimental Engineering, A. & M. College; Dr. L. F. Williams, Associate Professor of Chemistry, A. & M. College; Dr. F. A. Wolf, Professor of Botany, A. & M. College.

Dr. D. H. Hill, of the State Historical Commission, will deliver three lectures. Dr. Emilie W. McVea, President of Sweet Briar College of Virginia, will deliver a series of lectures upon "Woman and Her New Responsibilities." Dr. C. Alphonso Smith will deliver a series of lectures. Mr. Jack London, of the A. N. Palmer Co., New York, will teach writing.

Economic and Industrial Survey of Forsyth County.

A survey of Winston-Salem and Forsyth County, embracing economic, industrial, social and educational extension department of the University, and will be carried out on an extensive scale during the next few months. The specific lines of investigation are in charge of various members of the University faculty. Prof. L. A. Williams, of the school of education, and director of the correspondence work, will be in general charge of the school survey, assisted by Prof. R. H. Latham, of the Winston-Salem schools. Prof. E. C. Branson will be general director of the economic and social survey of the county and Prof. C. L. Raper, head of the department of economics, will probably direct the industrial survey of the city of Winston-Salem. The studies will be published in book form about June 1, and it is the object of those behind the survey to get a copy of this report into the hands of every person in the county,

as well as to make it a text-book in the schools.

The Forsyth County Alumni Association of the University and the Twin-City Club is backing the survey.—Greensboro Daily News.

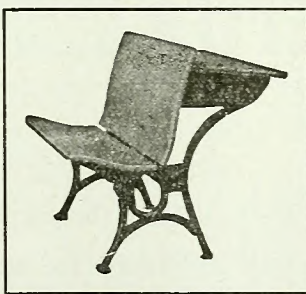
Dr. C. Alphonso Smith Goes to Annapolis.

Dr. C. Alphonso Smith, who has held the chair of English at the University of Virginia for nearly nine years, has accepted a call to the United States Naval Academy, where he will be at the head of the English department. His resignation from the University of Virginia is to take effect at the end of the present session.

Dr. Smith came to the University of Virginia as the Edgar Allen Poe professor of English in September, 1909. Only a year after taking the chair at the University he was appointed the Roosevelt exchange professor to Germany and was absent during 1910-11 at the University of Berlin. He is the founder of the Virginia Folklore Society, a member of the Modern Languages Association of America and a contributor to many periodicals. He is the author of "Die Americanish Literatur," "What Can Literature Do for Me?" associate editor of "World's Orators," "O. Henry Biography," etc.

Dr. Smith married Miss Susie Calendine Heck, of Raleigh, and has an interesting family, two girls and a son.

Wisdom is not an intellectual excellence only; it is a moral excellence as well.—Maclaren.



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Approaching

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State School News

SCHOOL NEWS BRIEFS.

Kinston is to have a new school building, the fourth. It is to cost \$25,000.

The new Murphy school building in Raleigh is expected to be ready for occupancy March 5.

The Belmont high school has just moved into its handsome new thirty-thousand-dollar building.

A day in Raleigh while the Legislature is in session has been enjoyed profitably by some of the classes of a number of schools.

The board of education of Chatham County has designated the school year beginning July 1 as "Paint Year."

Chowan, New Hanover, Pasquotank, Perquimans and Watauga are the only counties in the State now which have no public high schools in operation.

Raeford has let the contract for a new \$28,000 school building. It will be built of brick and have fourteen class rooms and an auditorium to seat 600.

Fire destroyed the boys' dormitory of the Methodist Orphanage at Raleigh Monday night, February 19. No one was injured. The boys lost nearly all of their clothing.

Gastonia opens two new school buildings this week. One is in East Gastonia and the other is in West Gastonia. They are both alike. Each has 15 class rooms, an auditorium, and modern equipment in every particular.

October 15-20 has been announced as the date of the State Fair in Raleigh this year. Other dates are as follows: Winston-Salem, October 2-5; Greensboro, October 9-12; Fayetteville, October 23-26, and Charlotte, October 30-November 3.

The Iredell county commencement will be held April 5th and 6th, the seventh grade examinations March 19, the last teachers' association March 24, county field day April 6. A long list of prizes will be offered. The county commencement announcement is most interesting. Write Miss Celeste Henkel, Assistant Superintendent, Statesville, for a copy.

In seven schools of Wake County visited by Miss Nora Pratt, a trained

nurse, who is making medical inspection visits to the schools under the direction of Dr. Z. M. Caviness, county physician, reported that she found fully 75 per cent of the children examined defective in some manner. The defects mainly have to do with the teeth, vision, hearing, throat and nose deformities and breathing. The enrollment of the schools visited totals 606, but on ac-

count of an epidemic of measles the attendance was considerably under normal. A total of 324 children were found defective in some particular.

WANTED.

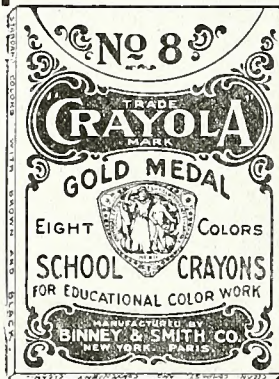
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College presidents, superintendents and principals all over the South are asking us to nominate *well equipped* teachers for the fall term.

We are unable to meet the demand.

If you are fitted for a *better position* we should be able to help you. *Now is the time to register.* Write for particulars.

South Atlantic Teachers' Bureau,

GEO. J. RAMSEY, M.A., LL.D., President, RALEIGH, N. C.

Preparations are being made for county commencement in Sampson County. The date fixed is Friday, May 4. The program agreed upon by the teachers in session recently includes the presentation of diplomas to the pupils of the county finishing the work of the seventh grade and of promotion certificates to pupils finishing the fifth and sixth grades. The exercises will be held at the fair grounds.

During the last year new buildings for 20 rural high schools have either been constructed or are in course of building and 11 other schools have made provision for new buildings not yet commenced, according to the biennial report of Prof. N. W. Walker, State Inspector of Public High Schools. The new buildings erected or being constructed cost \$285,200, while it is estimated that the proposed constructions will cost \$151,000.

During the year ending January 31, 1917, there were borrowed from the Olivia Raney Library in Raleigh 34,593 volumes, of which 31,096 were fiction. The average daily circulation was 117 with the largest daily circulation on January 20, when 280 books were borrowed. The library has a total number of 6,503 borrowers registered, 583 being registered during the year. The library offers valuable assistance to students in its reference stacks. The reference attendance is estimated at 972.

A community service school similar to those held in other counties last summer was held in Bladen County in February by Secretary W. C. Crosby. Taxation, recreation facilities, and good roads were the principal topics discussed during the session of the school. Mr. B. H. Butler gave a series of addresses on taxation, Mr. C. T. McDonald, of Raleigh, spoke on and demonstrated playground work, while Mr. D. H. Einslow, federal road engineer, discussed road building and maintenance.

Guilford County Commencement and Examinations.

Supt. Thos. R. Foust and his teachers have decided to have the Guilford County commencement on Saturday, May 5. The exercises will be held in Greensboro and consist of declamation and recitation contests, an address, songs, drills, etc.

The seventh grade examination is to be held on Saturday, April 21. This examination will be held at the eight high schools of the county,—Pomona, Guilford High School, Jamestown, Bessemer, Pleasant Garden, Summerfield, Monticello, and

Gibsonville. A committee was appointed to prepare the questions.

The Teachers' and Students' Quiz, a pocket size Normal Question Book, will be sent postpaid for only 50c. Teachers' Supply Co., Grayson, Ky.

SUMMER SCHOOL OF The North Carolina College of Agriculture and Mechanic Arts JUNE 12 TO JULY 27, 1917

Courses in Education, Agriculture, Home Economics, Languages, Science, Mathematics, Manual Arts, Games, Music, Story Telling, etc., for teachers in Primary, Grammar, and High School grades.

The Council of the School is Composed of:

His Excellency, GOVERNOR T. W. BICKETT.
W. C. RIDDICK, President of the College.
J. Y. JOYNER, State Superintendent of Public Instruction.
W. A. WITHERS, Vice-President of the College.
J. HENRY HIGSMITH, Dean of School of Education, Wake Forest College.
D. F. GILES, Superintendent of Public Instruction for Wake County.

B. W. GILGORE, Director of N. C. Agricultural Exp. Station and Extension Service.
T. E. BROWNE, State Supervisor of Secondary Agricultural Education.
F. M. HARPER, Superintendent of Raleigh Public Schools.
JOHN A. PARK, President Raleigh Chamber of Commerce.

A splendid opportunity to secure or renew a Teacher's Certificate; to increase efficiency as a teacher; to prepare for leadership in the new education for agriculture and other industries; to receive inspiration from association with fellow teachers; and to enjoy a sojourn at the State's Capital and Educational Center.

For preliminary announcement or other information, address

W. A. WITHERS, Director,
Rooms 216-217 Winston Hall, - - West Raleigh, N. C.

The University of North Carolina Summer School for Teachers.

THIRTIETH SESSION, JUNE 12-JULY 27, 1917.

The thirtieth session of the Summer School for Teachers will open on June 12th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 27th. The days for registration will be June 12th and 13th.

THE FACULTY—A strong faculty of specialists and successful teachers and superintendents, chosen because of their recognized ability in their particular fields and their especial fitness for the work they are to do.

FOR WHOM COURSES ARE PLANNED—Professional and Cultural Courses are planned for

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

COURSES FOR COLLEGE AND UNIVERSITY CREDIT—Many of the courses offered count for credit towards the A. B. and A. M. degrees. Graduates of standard Colleges may, in four summers, complete work leading to the A. M. degree. To undergraduates the opportunity is offered to pursue courses leading to the A. B. degree.

EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address **N. W. WALKER,**
Director of the Summer School, Chapel Hill, N. C.

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Pender Commencement March 23.

The schools of Pender will hold a county commencement at Burgaw March 23. This commencement will be different from the others that have been held there, in that it will relate only to school work and will not include exhibitions of fancy work and things of that kind. It is possible that there will be a county fair at the same time for the exhibition of the other things mentioned.

School House Burned.

The Bost public school house, seven miles southwest of Newton, was destroyed by fire an hour after school had been dismissed Friday afternoon, February 23, and when no one was known to be about the place. It is therefore supposed that the building caught from the flue. Only recently a new equipment of desks had been placed and these with all other contents were burned. Several years ago the school lost its building in much the same way.

Cheese Factories Pay in Watauga.

The cheese factories in Watauga County declared a dividend of 50 per cent for the past season besides laying aside 30 per cent for surplus fund. Their product is in great demand. Considering the fact that these factories run only during the summer and early fall this is a very fine showing indeed. It shows the wonderful possibilities of this industry in our mountains. Eighty per cent on capital for a few months in the year is very extraordinary.

The Health Car Delights Iredell.

To the Editor.—We have just finished the medical inspection in Iredell County. We are following it up with the Moving Picture Health Car. This has given more genuine pleasure in our county than any one thing we have undertaken this year. This is being financed entirely in the communities, in many instances by the Woman's Home Demonstration Clubs. At a previous Monthly Teachers Association we had the Health Moving Pictures shown the teachers.

The new map of Iredell County will be completed this week.

A campaign against flies is to be carried on in this county. Circulars giving minute details as to making fly traps were distributed to all teachers in the county and to members of all clubs. H. C. H.

High School Declaimer's Contest at Wake Forest.

The first State High School Declaimers' Contest ever held at Wake Forest College is scheduled for March 8th and 9th, when over twenty-five students representing some

of the leading preparatory schools of the State will compete for three valuable prizes. Present indications point to success for this the initial step in bringing Wake Forest College into closer relation with the

schools from which it draws the majority of its students.

If preparing for a teachers' examination, send \$1 to the Teachers' Supply Co. of Grayson, Ky., for Lusby's Normal Question Book.

SOUTHERN TEACHERS' AGENCY

W. H. Jones M'gr.

COLUMBIA, S. C.

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HOW TO SECURE IT**

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JUNE 19th to AUGUST 2nd.

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Several hundred different courses in the following subjects:

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Special courses in Drawing, School Music, School Gardening, Aesthetic Gymnastics, Playgrounds and Recreation, Manual Training, Kindergarten with Observation Classes, Montessori Methods with Observation Work, Library Methods, Scout Masters' Course, Domestic Science, Special School of Art.

Definite courses leading to Professional Elementary Certificates, Primary Grade and Grammar Grade. Also Special High School Certificates and Certificates for Supervisors of Music, Drawing, Manual Training and Agriculture.

Attendance last session from 26 States.

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Music Festival, Fourth of July Pageant, Lectures, Rural Life Conference, Entertainments, Cheap Excursions to Washington, Luray Caverns, Old Point Comfort, Monticello.

Preliminary announcement in February.

Sixty-page announcement will be sent upon application to Chas. G. Maphis,

DIRECTOR OF THE SUMMER SCHOOL, UNIVERSITY, VIRGINIA.

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Summer School of the South

The University of Tennessee, Knoxville.

Sixteenth Session June 19 to July 27, 1917.

Especially strong courses designed to train teachers in PRIMARY METHODS, ARTS AND CRAFTS, EXPRESSION, GRAMMAR GRADE METHODS, HOME ECONOMICS, AGRICULTURE, HEALTH EDUCATION, KINDERGARTEN, LIBRARY METHODS, PUBLIC SCHOOL MUSIC, PENMANSHIP, and PHYSICAL TRAINING.

Also a wide range of courses for entrance and college credit, including RURAL ECONOMICS, MANUAL TRAINING, MATHEMATICS, MECHANICAL ENGINEERING AND LANGUAGES. A full program of illustrated lectures, concerts, plays, and motion pictures. Excursions to points of interest.

Room reservation should be made now. Room and board \$33 to \$36 for six weeks.

Reduced railroad rates. Announcement sent on request.

Address, **REGISTRAR, THE UNIVERSITY,
Knoxville, Tennessee.**

Prizes Offered Wake Students.

As an inducement to encourage more interest in good roads and better health conditions among the school children of Wake County, a gold medal and prizes have been offered for the best essays on these two subjects to be presented at the county school commencement this spring.

The County Board of Health, individually, has offered a gold medal for the best essay submitted by county students on "How Can the Sanitary Conditions of Our School District Be Improved." This prize is open to every pupil in the county.

Mr. E. B. Crow, through the North Carolina Good Roads Association, has offered \$1 cash prizes for the best 76 essays from each of the 76 schools in the county on "Good Roads," and in addition, he has also offered a \$10 cash prize for the best one out of the 76 essays submitted. All students in the county will be eligible to compete for a prize, but there must be at least five pupils from each school entering the contest.

The Agricultural and Good Roads Department of the Chamber of Commerce has offered a \$10 prize for the best essay on "Rural Beautifications."—State Journal.

Davidson Offers Prizes for Health Composition Work.

In order to awaken a lively interest in the preservation of public health, Davidson County has inaugurated a prize contest for the public and high school students of that county. Sixty dollars in prizes are to be given for composition work on health subjects, recitations on the health catechism, correction of greatest number of physical defects as reported by school principal and highest average attendance.

Dr. E. F. Long, whole-time county health officer of Davidson, is the author of this novel campaign for teaching health in the schools and awakening interest in better health throughout the county. He has enlisted the co-operation of the three banks of Lexington and the bank of Thomasville to the extent that they each offer a \$10 prize, while Doctor Long offers four \$5 prizes.

A prize of \$10, second, \$5, is offered the student of the public schools preparing the best paper on "Typhoid Fever, Its Source, Modes of Transmission and Methods of Prevention," while a similar prize is offered

the students of the high schools for the best paper on "How to Live Long." A first and second prize of \$10 and \$5 are offered both the public and the high schools for the

school grading highest on health composition work, recitation on the health catechism, correction of physical defects and highest average attendance for the 1916-17 session.

Books for Teachers

- ENGLISH IN THE COUNTRY SCHOOL, *Walter Barnes*.....\$1.25
This book is a guide to the elementary school teacher in giving instruction in Reading, Literature, Spelling, Grammar and Composition.
- READING IN PUBLIC SCHOOLS, *Thomas H. Briggs*.....\$1.25
A high-class, practical help for all teachers of reading; emphasizes reading to understand and appreciate.
- HOW TO TEACH ARITHMETIC, *J. C. Brown, L. D. Coffman*.....\$1.25
The aim has been to present definitely and concretely all important principles; illustrative material is abundant.
- COUNTRY LIFE AND COUNTRY SCHOOL, *Mabel Carney*.....\$1.25
Here is given a portrayal of existing rural conditions with a constructive, inspirational program for improvement.
- METHODS OF TEACHING, *W. W. Charters*.....\$1.25
This text, for the progressive, growing teacher, works out general methods of teaching in terms of the function of subject matter.
- THE PERSONALITY OF THE TEACHER, *Charles McKenny*.....\$1.00
The author shows what qualities go to make up a strong desirable personality in a teacher and how to develop these qualities.
- THE NEW EDUCATION, *Scott Nearing*\$1.25
A vigorous statement of the important movements in public education within the last ten years.
- THE EDUCATIONAL MEANING OF MANUAL ARTS & INDUSTRIES, *R. K. Row*, \$1.25
A statement of the reasons for the modern movement in manual arts, and the proper work to be done in each school year.
- THE HIGH SCHOOL PROBLEM, *F. B. Pearson*.....\$1.25
A statement of the problems, confronting the high school teacher, with helpful suggestions.
- INTERPRETATION OF THE PRINTED PAGE, *S. H. Clark*.....\$1.25
A masterpiece on the teaching of literature and of silent as well as oral reading. Should be used in all normal and high schools.

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Raleigh, North Carolina.

No better offer: Two Normal Question Books, Lusby's Examiner, price \$1, and the Teachers' and Students' Quiz, price 50c., both post-paid for only \$1.25. Teachers' Supply Co., Grayson, Ky.

J. E. Moses Named Pig Club Agent.

Taking the place of Mr B. P. Folk, who resigned to go into general farming in the State of Louisiana, Mr. J. E. Moses, formerly county agricultural agent in Escambia County, Alabama, has been selected as pig club agent. Mr. Moses is a graduate of the Alabama Polytechnic Institute at Auburn in 1911. He specialized in the production of swine and after graduation went to take charge of the animal industry department of one of the State farm schools of Arkansas, being located at Magnolia.

For three years he had charge of this work, and in addition, had charge of the large swine herd owned by the school. He left this place to go into county agent work in Alabama. He will begin his duties in North Carolina on February 20.

Mr. Moses has had considerable experience in the promotion of pig clubs while county agent and this with his technical knowledge of the swine industry should make him a valuable member of the Agricultural Extension Service. The pig club work has grown to be one of the most satisfactory phases of the extension work in which the college and department is engaged. In 1915 768 boys and girls were enrolled. In 1916 about 1,538 were enrolled. This shows a growth of over 100 per cent in the two years time.

Money Raised by Negroes for School Improvements.

Amount of money (reported) brought forward	\$3,074.59
Alamance County...	\$ 11.00
Brunswick County...	11.96
Beaufort County...	27.50
Bertie County....	210.39
Chowan County...	7.42
Cumberland County	290.77
Durham County...	50.20
Duplin County....	86.00
Edgecombe County	82.02
Forsyth County...	18.50
Guilford County...	36.75
Gates County.....	119.81
Halifax County....	64.08
Hyde County.....	29.90
Johnston County...	28.50
Mecklenburg Co'ty	12.70
Moore County.....	100.00
Pitt County.....	328.00
Pender County....	7.00
Robeson County...	100.95
Randolph County...	110.00
Sampson County...	70.00
Vance County.....	71.00
Wake County.....	87.33
Wilson County....	22.80

1,994.58

Total\$5,069.17

Chatham County commencement will be held Saturday, April 7.

Sheridan's Teachers' Agency

Special service for North Carolina teachers and schools. Under management of experienced teachers. Personal attention, business methods, reasonable terms.

For Register and New Manual, address:
Sheridan's Teachers' Agency,
Charlotte, - - - - N. C.

Teachers Become U. S. Government Clerks

Hundreds of clerks are wanted in the State, Army, Navy, Interior, and other departments at Washington, D. C. Salary \$840 to \$1500 with rapid increase. Life Jobs, short hours, long vacations. All teachers are advised to try the examination to be held throughout the entire country during March and April.

Write immediately to Franklin Institute, Dept. A227, Rochester, N. Y., for schedule of dates and places and large descriptive book showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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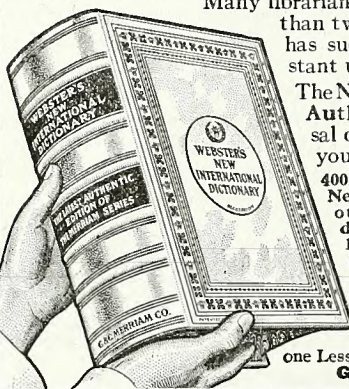
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400,000 Vocabulary Terms. 12,000 Biographical Entries. New Gazetteer, nearly 30,000 Subjects. Thousands of other references. 6000 Illustrations. 2700 Pages. Hundreds of NEW Words not given in any other dictionary. 100 Valuable Tables of Coins, Weights, Religious Sects, etc.

REGULAR EDITION: NET. Buff Buckram, marble edge, indexed, \$12.00
Sheep, 14.00
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G. & C. MERRIAM CO., Springfield, Mass.



Books That Teachers Like

BENSON'S

English Derivatives

Provides an excellent course in the derivation and meaning of words, for use in first-year high school and in junior high school classes. 48 cents.

SANFORD AND BROWN'S

English Grammar

Embodies the recommendations of the Joint Committee of Fifteen on Grammatical Nomenclature. A fresh, comprehensive, and practical text. 72 cents.

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General Science

A science course that is rich in content, scientific in spirit, educative, and instructive in the highest degree. \$1.28.

Laboratory Manual to accompany the above text. 48 cents.

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Geometry

Comprises not only a minimum course of surpassing clearness and utility, but also a maximum course that adequately meets the most rigorous demands. Plane, 80 cents. Solid, 76 cents.

D. C. HEATH & CO., Publishers

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New Victrola Music for March.

Caruso has chosen as his March offering to the great public who enjoy his art on the Victrola "The Song of June" by the gifted Frenchman Godard. It is typical of a tendency among modern French song composers to produce, not a ballad, which tells a story, nor yet a lyric, which expresses a passion, but rather a "picture" in tones. In the present song, Godard has expressed a mood evoked by the changing colors of a June sunset, the songs of birds in the darkening air, and the whisper of gentle winds. Caruso presents Godard's lovely work with a charm, an artistry and a liquid flow of voice admirably befitting the music and its inspiration.

Julia Culp's new Victor Record is a favorite melody of Scotland, "The Cottage Maid," with musical arrangement by Beethoven, no less! This month the Victor offers a record of "Dixie" straight from the heart of a Southern girl, who enjoys, too, the honor of being one of America's most brilliant opera singers—Mabel Garrison. Miss Garrison sings this song with a captivating radiance of voice and spirit, and with the accompaniment of the Orpheus Quartet, she makes a most stimulating and inspiring record.

Geraldine Farrar is sure to delight her many admirers by her interpretation of Jensen's tender, "Murmuring Zephyrs." The gentle rippling accompaniment of the piano in this record is in effective contrast to the clear limpid tones of Farrar's voice. Particularly striking are the ringing staccato notes that leap upward towards the close of each verse, carrying with them a delightful suggestion of fairy bells.

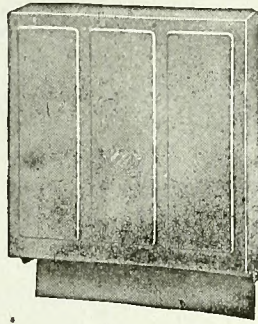
And these are but the beginning of a long list of the new records for the month of March. Any Victor dealer will gladly entertain you with the music you wish to hear.

EAST CAROLINA Teachers Training School.

A State school to train teachers for the public schools of North Carolina. Every energy is directed to this one purpose. Tuition free to all who agree to teach. Summer term begins June 12, 1917.

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DIRECTOR,
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State Normal and Industrial College

Summer Session June and July, 1917

COLLEGIATE COURSES June 1 to July 27 (Eight Weeks). **TEACHER TRAINING COURSES** June 15 to July 27 (Six Weeks). **HOUSEKEEPERS' COURSES** June 15 to July 27 (Six Weeks). **TEACHERS' INSTITUTE COURSES** July 13 to July 27 (Two Weeks).

The State Normal and Industrial College is maturing plans to give the teachers and other women of the State exceptional advantages during the next Summer Session. The collegiate work will begin June 1st and the teacher training courses will begin June 15th, and the session will close July 27th. Among other interesting features the following may be mentioned:

I. Courses for college entrance:

These courses are intended to meet the needs of those young women who wish to enter college next fall but find themselves deficient in one or two units required for admission.

II. Courses with college credit:

Many of the regular college courses will be offered and when completed in a satisfactory manner will give the students pursuing them college credit.

III. Courses for teachers of the primary grades:

Strong courses in primary methods and such other subjects as will aid the primary teacher will be offered.

IV. Courses for grammar grade teachers:

Abundant provision will be made for teachers of the grammar grades of our schools.

V. Courses for teachers:

The Department of Education and the other departments of the College will offer work especially designed to be helpful to the high school teachers of the State.

VI. Special lectures:

Arrangements have already been made to have a series of lectures by Dr. W. H. Kilpatrick, of Teachers College, Columbia University, on "Education;" by Dr. C. Alphonso Smith, of the University of Virginia, on "English Literature;" by Dr. Frederic L. Paxson, of the University of Wisconsin, on "American History." Several others equally prominent in the educational world will be added to this list.

VII. Teachers' Bureau:

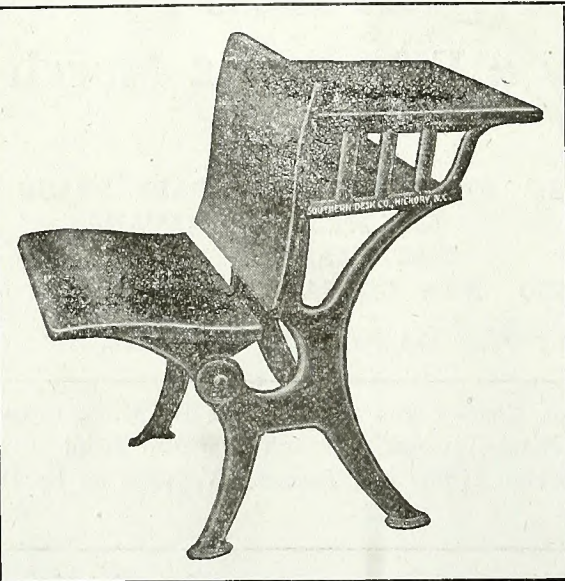
A well organized Teachers' Bureau will be conducted at the College to aid those attending to secure desirable positions.

VIII. Living arrangements:

All students attending the Summer Session may secure board and room in the College dormitories at exceedingly low rates.

A bulletin giving detailed information will be mailed to anyone requesting it.

Address, **J. I. FOUST, President, Greensboro, N. C.**



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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 8.

RALEIGH, N. C., APRIL, 1917.

Price: \$1 a Year.

Gardens and Children

James Oppenheim, in The Countryside.

I

Gardens are like children
And he who loves a garden
Knows the possession of delicate things
Mystic with possible glory:
Knows how out of seeds
If only the soil be rich and sweet,
And the weeds pulled,
And the weather propitious,
All the love he may lavish,
The thought and toil he may bending give
Will bring up out of the Earth
Flares of color,
Drifts of fragrance,
Living contours of form,

That in their summer passing
Shall give back the trouble and sustaining joy
Of children that turn out well.

II

This garden is a vision of what the human world
may be
When we can be as much gods to children
As we are gods to flowers:
When the joyous mothers can give the years
To enriching the soil,
And rooting out weeds and poisons,
And pruning, and sprinkling, and sheltering,
So that the human buds may open
Into banks of dancing flowers,
Blowing their laughter into the summer air.

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AN ACT CREATING A STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

Section 1. There shall be and is hereby constituted a State Board of Examiners and Institute Conductors, which shall consist of six members—three men and three women—of recognized ability, character, professional training, and successful experience in teaching or in supervising schools, to be designated as Institute Conductors, who shall be appointed by the Governor of the State, three for a term of two years, three for a term of four years, and their successors for a term of four years. All vacancies occurring in the membership of said board, by death or resignation or otherwise, shall be filled in the same manner for the unexpired term. The State Superintendent of Public Instruction, shall be ex-officio chairman of said board, and the State Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and the Cherokee Indians shall be ex-officio secretary. The salary of each institute conductor shall be fixed by the State Board of Education upon the recommendation of the Executive Committee of the North Carolina Teachers' Assembly at a sum not to exceed \$2,500 per year exclusive of expenses. For immoral conduct, incompetency, failure to perform duty, or other good and sufficient cause, the State Board of Education may remove from office any member of said Board of Examiners and Institute Conductors, after due notice in writing to said member of the charges, who shall be given at least five days to appear and answer and offer evidence, and who shall have the right of appeal from the action of the State Board of Education to the courts of the State.

Sec. 2. Said Board of Examiners and Institute Conductors shall have entire control of examining, accrediting without examination, and certificating all applicants for the position of teacher, principal, supervisor, superintendent, and assistant superintendent in all public elementary and secondary schools of North Carolina, urban and rural, and no person shall be employed or serve in said schools as teacher, principal, supervisor, superintendent, or assistant superintendent who shall not be certificated for such position by said board under the provisions of this act: Provided, however, that the examination and certification of all applicants for second and third grade certificates shall be under the control of the county superintendent of each county or of the town or city superintendent of each town or city system operated under special act or charter. Said board shall prescribe rules and regulations for examining, accrediting without examination, and certificating all such applicants, for the renewal and extension of certificates, and for the issuance of life certificates. No certificate issued by said board shall be valid until approved and signed by the county superintendent of the county or the city superintendent of the city in which the examination of the holder of said certificate was held, or in the schools of which the holder of said certificate, if

issued without examination, applies to teach. Any certificate when so approved by said county or city superintendent shall be of State-wide validity, and in case said county or city superintendent shall refuse to approve and sign any such certificate, he shall notify the secretary of the State Board of Examiners and Institute Conductors and state in writing the reasons for such refusal, and said State Board of Examiners and Institute Conductors shall have the right, upon appeal by the holder of said certificate, to review and investigate and finally determine the matter.

Sec. 3. All State high school certificates, five-year State elementary school certificates, and first-grade county certificates in force at the time of the ratification of this act shall continue in force until the date of their expiration as stated in each certificate, after which the present holder of such certificates shall be subject to such rules and regulations as the State Board of Examiners and Institute Conductors may adopt in regard to the issuance or renewal, with or without examination, of certificates of the same class. Said Board of Examiners and Institute Conductors shall issue to all city superintendents, to all county superintendents, and to all assistant superintendents in service at the time of the ratification of this act, temporary superintendents' or assistant superintendents' certificates without examination, and prescribe rules and regulations for the renewal and extension of the same, and in case of undoubted fitness, competency, and progressive efficiency, evidence of which shall be submitted in writing to said board, it shall issue to all such superintendents and assistant superintendents a permanent certificate without examination under such rules and regulations as said board may adopt. On or before July 1, 1917, the superintendent or other supervising officer of every city, town, or other specially chartered school that now has power and authority to elect teachers without a county or State certificate shall file with the State Board of Examiners and Institute Conductors a complete list of the names of all teachers, principals, and supervisors in service in the school or schools under his supervision during the school year ending June 30, 1917, together with a certified statement from them and from said superintendent or supervising officer of the qualifications, preparation, professional training, and teaching experience of each, and the recommendation of said superintendent or supervising officer as to the grade of certificate to which each is entitled. Whereupon, the State Board of Examiners and Institute Conductors may authorize and cause to be issued to such teachers, principals, and supervisors, without examination, a permanent certificate of the grade recommended, subject, however, to the rules and regulations of said board for keeping permanent certificates in force.

Sec. 4. The State Board of Examiners and Insti-

tute Conductors shall prepare questions for the examinations authorized under this act, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, before the date of such examination, send in sealed packages, not to be opened until the day of examination, to each superintendent or other person appointed to conduct said examinations in the various counties or cities of the State, a sufficient number of such lists. The second Tuesday in April, July, and October of each year is hereby designated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt, but not examination shall commence on any other day than the first day of each period mentioned in this section, and no examination shall be held at any other time: Provided, however, that said board may in its discretion provide for special examinations to be conducted by such persons as it may appoint. Said examinations shall be conducted by the county superintendent of each county for all applicants in his county, and, in cities and towns of five thousand or more inhabitants, said examinations for applicants for positions in the schools under their supervision may be conducted by the licensed superintendents of the schools in said cities and towns. All examination papers shall be promptly transmitted to the secretary of the State Board of Examiners and Institute Conductors. All examinations of applicants for superintendents' certificates shall be conducted by the State Board of Examiners and Institute Conductors under such rules and regulations as it may adopt therefor. Upon the recommendation of the superintendent concerned, said board may grant a temporary certificate or permit valid in the county or city designated, to any teacher who at the time of the last preceding examination was not in the State, or who at such time was prevented by illness from taking the examination, as evidenced by the certificate of a physician. Such temporary certificate or permit, however, shall be valid only from the date of issuance to the date on which the State Board of Examiners and Institute Conductors shall make their report upon applicants at the next succeeding regular examination, and no such temporary certificate or permit shall be renewed.

Sec. 5. Said Board of Examiners and Institute Conductors may, with the approval of the State Board of Education, when adjudged by it to be absolutely necessary, employ competent persons to assist in the reading and grading of examination papers, and shall fix the compensation of such persons not to exceed five dollars a day for the time employed, to be paid upon the requisition of the chairman of the board out of the funds provided under this act. Said board is authorized to employ a stenographer at such compensation as it may fix and to have done as public printing by the State Printer all printing necessary for its work.

Sec. 6. After July 1, 1917, it shall be unlawful for any board of trustees or school committee of any public school that receives any public school money from county or State to employ or keep in service any teacher, supervisor, principal, superintendent or assistant superintendent that does not hold a certificate in compliance with the provisions of this act. Upon notification by the State Board of Examiners and Institute Conductors to the State

Board of Education or to the county board of education that any school committee or board of trustees is employing or keeping in service a teacher, supervisor, principal, superintendent, or assistant superintendent in violation of the provisions of this act, said State Board of Education shall withhold from such county any and all appropriations from the State Treasury for such school, and said county board of education shall withhold from said school any and all appropriations from the county school fund until the law has been complied with. The county, town, or city superintendent or other official is hereby forbidden to approve any voucher for salary for any such person employed in violation of the provisions of this act, and the treasurer of the county, town, or city schools is hereby forbidden to pay out of the school fund the salary of any such person.

Sec. 7. In co-operation with the Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and for the Cherokee Indians, said board shall plan, direct, and supervise the work of said schools, and shall have general direction and supervision of the work of all teachers' associations and reading circles and of such work as may be deemed necessary for professional training and home study for teachers.

Sec. 8. Said Board of Examiners and Institute Conductors shall plan, direct, and the six members of the board designated herein as Institute Conductors, shall conduct, biennially in each county in North Carolina a county teachers' institute for not less than two weeks for the public school teachers of said county, at such time and place therein as may be designated by said board, having due regard in fixing the time and place to the convenience of the teachers and the recommendations of the county board of education and county superintendent. All public school teachers of the State, rural and urban, including all public high school teachers, principals, supervisors, and superintendents, are hereby required to attend biennially some county institute continuously for two weeks or some summer school for teachers accredited by said board, continuously for one entire term of such summer school, unless excused from attendance by said board for sickness evidenced by the certificate of a physician, or for other cause adjudged by the board to be providential. Failure to attend such institute or accredited summer school, unless so excused, shall debar any person so failing from teaching or supervising in any public school, high school, urban or rural, until such person shall have attended some county institute or summer school as herein required, and said board is authorized to cancel the certificate of any person failing to comply with the provisions of this section. Said board shall provide for separate county institutes for two or more counties for the teachers of either race, and to provide for holding the county institute of any county in which an accredited summer school is conducted in conjunction with said summer school. Said board is hereby authorized to employ competent negro teachers to assist in conducting the county institutes for negro teachers and to fix their compensation, which shall be paid out of the funds provided in this act. That the schedule of institutes shall be arranged annually so as not to interrupt the regular session of the public schools, rural or

urban, in any county except with the consent of the county board of education or the trustees of urban schools operated under special charters.

Sec. 9. There shall be the following classes of first grade certificates: (1) Superintendents' and Assistant Superintendents'; (2) High School Principals'; (3) High School Teachers'; (4) Elementary School Teachers'; (5) Elementary Supervisors', and (6) Special. Said State Board of Examiners and Institute Conductors may subdivide and shall define in detail the different classes of first grade certificates, determine the time of their duration and validity, prescribe the standards of scholarship for same, and the rules and regulations for the examination for them and for their issuance, and their renewal or extension.

Sec. 10. Any person who purloins, steals, buys,

receives, or sells, gives or offers to buy, give, or sell any examination question or copies thereof of any examination provided and prepared by law before the date of the examination for which they shall have been prepared, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined or imprisoned or both in the discretion of the court.

Sec. 11. (Authorizes the appropriation of \$25,000 annually for the payment of salaries and other expenses authorized under this act.)

Sec. 12. Sections 4162 and 4167 of chapter 89 of 1905, as amended by the General Assemblies subsequent to 1905, and all other laws and parts of laws in conflict with the provisions of this act, are hereby repealed.

Sec. 13. This act shall be in force from and after its ratification.

AN ACT TO PROVIDE FOR THE TEACHING OF AGRICULTURE, MANUAL TRAINING, AND HOME ECONOMICS IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

Section 1. The Governor of the State of North Carolina shall appoint a commission, said commission to serve without compensation, whose duty it shall be to prepare courses of study in agriculture, manual training, and home economics for the public schools of the State; and the State Board of Education shall cause the same to be printed in bulletin form, said bulletins to be used in all of the public schools of North Carolina as supplementary texts and guides in teaching these subjects. These bulletins shall contain courses of study and readily usable outlines in nature study, soils and soil fertility, crop production and management, gardening and fruit growing, livestock farming, including dairying and poultry raising, forestry, grading, packing and shipping farm products; manual training; home economics, including domestic art and domestic science; together with suggestions for rural organization, community building, and rural life development.

Sec. 2. These courses shall be divided into two parts, to-wit: A course for the elementary schools and a course for the high schools. These two major groups may be subdivided as the commission deems wise.

Provided, that the subject matter in each division and subdivision shall be adapted to the proper grade.

Provided further, that in the courses of agriculture, manual training, and home economics provisions be made, so far as is practicable, for the verification and demonstration of the principles taught in the class-room.

Sec. 3. For the purpose of encouraging the practical application of the principles taught in the class-room, the commission shall prepare and prescribe a system of credits, whereby boys and girls shall receive school credits for work done outside of school hours upon the farm and in the home.

Provided, that said system be worked out in cooperation with an in recognition of the present system of credits obtaining for work done in the class-room as a regular part of school instruction.

Sec. 4. The commission herein provided for shall fix the minimum time to be given to the teaching of agriculture, manual training, and home economics

in all of the grades; furthermore, the commission shall have in mind, in preparing these regulations, the oneteacher school, the two- and three-teacher school, the four- and five-teacher school, and all other regularly organized graded schools as distinct types, for which this material is to be provided.

Provided, that nothing in this act shall require more grades to be taught in any school than are now taught as required by the public school laws of the State of North Carolina.

Provided further, that all boys shall be required to have books and attend all recitations in agriculture and manual training, and that all girls shall be required to have books and attend all recitations in home economics, when they are taking said courses.

Provided further, that this shall not be construed to exclude boys from taking home economics or girls from taking agriculture and manual training, if they so desire.

Sec. 5. Schools operating in towns of a population of two thousand or more may be exempt from the provisions of this act, by permission granted such schools through their local boards of education, when said boards have made proper application for their schools to be in this wise relieved.

Provided, that this commission shall prepare courses of study in home gardening, school gardening, manual training, and home economics suited to the needs of such schools.

Sec. 6. The board of education of any county in North Carolina may secure by donation, purchase, or condemnation proceedings, or through leaseage, one or more acres of land, adjacent to or near any school site, for the purpose of verifying and demonstrating the principles taught in the class-room, under such rules and regulations as the commission may prescribe.

Sec. 7. The bulletins on agriculture, manual training, and home economics shall be published by the State Board of Education, as provided in this act, and printed by the State Printer as State printing, and shall be furnished to the teachers of the State

without cost, and to the children at a price not to exceed the actual cost of printing and distributing.

Sec. 8. All teachers offering to teach any grade above the third in any rural school in North Carolina shall be required to pass an examination in the subjects of agriculture, manual training, and home economics, insofar as the teaching of these subjects applies to their respective grades, not later than twelve months after said bulletins, upon which the work in the respective grades is based, shall have been issued. Furthermore, the bulletins herein provided for shall be made a part of the course of study in summer schools for teachers, conducted at the various State institutions. Also, that the bulletins provided for herein shall be made a part of the teachers' reading circle and teachers' institute work of the State. In addition, each and every county superintendent in the State, together with the State Board of Examiners, is herewith empowered to require satisfactory evidence, by ex-

amination or otherwise, of the ability of every teacher, in every county, to teach the subject matter contained in the bulletins herein provided for.

Sec. 9. That each and every public school in North Carolina shall teach agriculture, manual training, and home economics unless exempted from the provisions of this act by meeting the requirements of section five.

Sec. 10. Each and every county superintendent of public instruction in North Carolina shall report to the State Superintendent of Public Instruction, within sixty days after the beginning of each school in his county, as to whether or not such courses as are herein provided for are being taught.

Sec. 11. That ten copies be sent to every county superintendent of public instruction in North Carolina.

Sec. 12. That this act shall be in full force from and after its ratification.

OTHER SCHOOL LAWS ENACTED BY THE LEGISLATURE OF 1917

A CONSTITUTIONAL AMENDMENT TO SECURE A SIXTH MONTHS' SCHOOL TERM

The Constitution now requires the counties to maintain a four months' school term. But in order to give the people a chance to make a six-months' term compulsory a law was passed authorizing the people to vote on an amendment at the next general election to change the constitutional requirement from four months to six months.

PROVIDING FOR THE EDUCATION OF ADULT ILLITERATES.

A law was enacted appropriating \$25,000 annually for two years to teach adult illiterates. It provides that the State Board shall duplicate any amount raised by any county or community for the conduct of any school for teaching illiterates over fourteen years of age, for a term of not less than one month with an enrollment of not less than ten pupils. The State Board of Education is empowered to use \$5,000 of the appropriation for the organization and direction of said work.

AN ACT TO IMPROVE SOCIAL AND EDUCATIONAL CONDITIONS IN RURAL DISTRICTS.

This law provides that it shall be the duty of the State Superintendent of Public Instruction to provide for a series of rural entertainments, varying in number and cost and consisting of moving pictures, selected for their entertaining and educational values, which entertainments may be given in the rural school houses of the State as herein provided: The cost shall be borne, one-third by the State and two-thirds by the county or the community. The State Board of Health and the Board of Agriculture are authorized and directed to co-operate with the State Superintendent of Public Instruction in arranging for the entertainments. \$25,000 is appropriated for this purpose.

THE NEW METHODS OF ELECTING COUNTY BOARDS.

The new law provides that there shall be nominated in the year 1918 and biennially thereafter, at

the party primaries or conventions, at the same time and in the same manner in which other county officers are nominated, a candidate or candidates, by each political party of the State, for member or members of the County Board of Education to take the place of member or members of said board whose term next expires.

It provides further that the names of such persons so nominated in each county shall be duly certified by the Chairman of the County Board of Education, within ten days after their nomination is declared by said County Board of Elections, to the Secretary of State, who shall present all such names to the next General Assembly. It shall then be the duty of the General Assembly to elect one or more of the candidates so nominated. The term of office of such member elected by the General Assembly shall begin on the first Monday in April of the year in which he is elected.

All vacancies caused by death or resignation are to be filled by the remaining members of said County Board of Education until the meeting of the next regular session of the General Assembly.

CREATING A STATE EDUCATIONAL COMMISSION.

A State Educational Commission was created consisting of five members to be appointed by the Governor for the term of office of two years. The duties of the commission are to make a thorough study of the school laws of the entire public school system of the State, a careful survey of existing education conditions and a co-operative study and investigation of the educational systems of other States; to modify the public schools laws of the State; and to make recommendations of such amendments, changes and additions to the school laws as in its opinion may be needed.

The commission is authorized to investigate the methods and costs of supplying text-books to the public schools of this and other States, and also to report on the advisability of establishing a State printing plant for the purpose of printing text-books and doing the other printing of the State. Moreover, it is empowered to investigate public school

teachers pensions in the several States; and to call to its aid without expense to the State, public or provide foundations such as the Carnegie Board or the General Education Board of the National Department of Education; which may assist in making a State survey or in securing other information specified in the act.

OTHER SCHOOL LEGISLATION.

Free Text-Books for Dependent Children of Randolph County.

To Randolph County belongs the distinction of being first in the State to furnish free school books. The distribution of the books is confined to dependent children receiving instruction from the first to the seventh grades, inclusive. The act requires the county commissioners to furnish the necessary text-books, to be paid from the general fund of the county.

Dependent children under the act are construed to mean all such children as have no estate or other means with which to supply themselves with the necessary books, and whose parents, guardian or other person standing in the relation of parent, have not the means to supply them with the necessary books.

State Board of Vocational Education Created.

For the purpose of accepting the provision of the Smith-Hughes Vocational Educational bill, providing for the co-operation of the Federal government with the States in the promotion of education in agriculture and the trades and industries, and the preparation of teachers of vocational subjects, a State board of vocational education was created, said board to consist of the State Superintendent of Public Instruction, the president of the North Carolina College of Agriculture and Engineering and the director of the agricultural extension service of the State. This board is to administer the funds accruing to the State under the Federal act.

Nashville Township Compelled to Appoint Women Trustees.

The people of Nashville township, Nash County, are of the opinion that it is a good thing to have women as school trustees and the bill introduced by Senator Ross directing the County Board of Education of Nash County to appoint not less than two women as members of the school committee or school trustees for the district comprised by the township of Nashville, became a law.

Compulsory Physical Examination of School Children

It is made the duty of the State Board of Health and the Superintendent of Public Instruction to prepare and distribute to the teachers in all the public schools of the State instructions and rules for the physical examination of the children attending the schools. It is made incumbent on the State Board of Health to have these instructions explained to all the teachers by a physician.

Upon receiving the instructions and rules it is made the duty of the teachers to make a physical examination of every child attending school and enter on cards furnished by the State Board of Health

a record of such examination. The examinations are to be made at the time directed by the State Board of Health and the State Superintendent of Public Instruction. It is required that every child be examined at least once every three years.

The State Board of Health is directed to designate in each county a physician to whom the record cards made out by the teacher shall be sent. In case a county has a whole time health officer he is designated by law.

In case of serious defects it is made the duty of the physician to notify the parent or guardian of such child to bring the child before the physicians for thorough examination. Failure to respond to this request is made a misdemeanor.

The physician is to receive sixty cents for each child examined, to be paid by the county commissioners. The whole time health officer is to receive no additional compensation for making the examinations.

After examinations it is made the duty of the physician to advise the parent or guardian of the treatment that ought to be given to the child.

The State Board of Health and the State Superintendent of Public Instruction are authorized to make arrangements with physicians and dentists in each county to treat the school children found upon such examinations to have physical defects, upon a reduced scale of fees; if a satisfactory arrangement can be made the State Board of Health is authorized to pay twenty per cent of such reduced cost of treatment, provided the county commissioners will pay twenty per cent of the cost of such treatment.

For the purpose of aiding in the treatment of children found to be defective \$10,000 or so much as is needed is appropriated.

A Misdemeanor to Desecrate the U. S. Flag.

The desecration, mutilation or improper use of the United States flag is made a misdemeanor punishable by a fine not exceeding \$50. or by imprisonment for not more than 30 days. The party violating the law shall also forfeit a penalty of \$50 for each offense to be recovered with costs in a civil action, or suit in any court having jurisdiction, and such action or suit may be brought by and in the name of any citizen or this State, and such penalty when collected, less the cost and expenses of the action or suit, shall be paid one-half to the person suing and one-half to the school fund of the county in which the suit is brought. Two or more penalties may be sued for and recovered in the same action.

The George Peabody College for Teachers has received from the Carnegie Corporation of New York a gift of \$180,000 for a library building and the Peabody trustees have provided for a permanent annual expenditure upon the library of \$10,000. It is the purpose of the Peabody Teachers College to establish one of the best libraries for teachers in the United States. The library which was transferred to the Peabody Teachers College by the Peabody Normal and the University of Nashville is said to have been for many years the oldest, largest, and best teachers' library in the country.

Watch the date on your label and renew your subscription promptly.

A TENTATIVE COURSE OF STUDY

We are beginning in this issue the outline and discussion of a course of study of the elementary grammar and high school grades. The outline of the first grade appears in this issue. It is a tentative outline prepared by the teachers of the Durham city schools. We are inviting discussions and criticisms from teachers, principals and superintendents, and are not named because they are considered the best. Therefore, we are not seeking a discussion as to the best texts to use. Our purpose is to bring out the best thought on what a course of study should contain and what should be accomplished in each grade. All criticisms should be sent to the Editor of **North Carolina Education** or to the superintendent of the Durham City Schools. In the May issue we shall publish the outline of the second grade.

DURHAM CITY SCHOOLS—COURSE OF STUDY.

Reading.

Reading, for the teacher, is divided into two parts: The mechanical and the interpretative. In the first year, the teacher must deal with these two phases as with two subjects.

It is clear that no child can be a good reader until he is able to master the mechanical phase (mastery of phonetic elements, word recognition, phrase recognition). It is equally clear that the calling of words in a consecutive order is not necessarily good reading.

Success in the teaching of reading depends largely upon the interest of the teacher. There are very few primers or first readers which are interesting in themselves. It is only when the teacher puts life and interest in them that she meets with success.

Books—"The Aldine Primer," "The Aldine First Reader."

These are the two basal books for use in the first year. The manual "Learning to Read" gives detailed plans for developing both phases of reading and for much of the language. This should be followed as nearly as possible.

When the pupils have gained sufficient power they will be given "supplementary readers."

The phonetic and word drills should be carried on each day, even after the basal readers have been completed. The pupils can be made independent only by using daily the knowledge acquired from the charts. It is not enough for pupils to blend words from the chart, they should apply the phonetics learned to all new words.

Requirements for Promotion to Second Grade.

Satisfactory completion of The Aldine Primer, The Aldine First Reader, At Least Four Supplementary Readers.

The pupils should recognize and be able to write from dictation the following: (The teacher using the key words in dictation)—

The constants, the short vowels, the longer vowels—ee, y, old, ay, all, ew (u), ew (oo), ow (how), ow (o), oo, oo, ight, ea, ea, ai, aw, ar, air, are (bare), o, oa, ir, er, oy, th, sh, e (ice), age-g.

The pupils should be able to read any word com-

posed of these phonetic facts, the word, if a long one, being divided into syllables.

They should be able to read intelligently, smoothly, with good expression and in a pleasing tone of voice.

Readers for First Year.

Basal—Aldine Reading and Phonic Chart, Aldine Primer, Aldine First Reader.

Additional Readers—Free and Treadwell Primer, Progressive Read—I, Riverside—I, In Fableland, Story Hour—I, Wide Awake—I, Howe Reader—I.

Supplementary—When Mollie Was Six—White. The Petter Rabbit and Benjamin Bunny Stories—Potter. Oriole Stories—Lane. Reynard, The Fox. The Adventure of Mabel (Peck).

Language.

The careful teacher will watch not only the formal language lesson, but also the utterances of the pupils in all of their work. The aims are—

- (1) Free Expression.
- (2) Correct Expression.

The first work is to make the child feel at ease—the material to be used is the child's own experiences and observations. The lessons are conversational and very informal. Free expression must not be hampered by correcting errors, unless the correction can be made in an unobtrusive manner.

Story work—the telling of good stories by the teacher, the reproduction and dramatization of these stories by the pupils—should begin as early in the year as possible. Suitable verses are to be memorized, and language games for the correction of errors are to be played.

Oral Language Work.

Original Expression—1. Conversation Exercises. 2. Observation Exercises. 3. Story Telling: (a) Reproduction. (b) Creations of Fancy.

Imitative Expression—1. Memory Work. 2. Dramatization. 3. Language Games.

Written Work—1. Single Sentence Work. 2. Copying. 3. Dictation.

3. General Work—1. Word Cards. 2. Letter Cards.

Requirements for Promotion—Ability.

1. To answer a question with a complete sentence.
2. To reproduce three stories intelligently.
3. To tell an original story from a picture.
4. To recite from memory four poems: (a) Sleep, Baby, Sleep; (b) The Little Plant; (c) What Does Little Birdie Say? (d) The Swing.
5. To take part in dramatization.
6. To write an original sentence, using capital letters and period.
7. To copy sentences and make original sentences with word cards, using capital letters and period.
8. To write pupil's name, town.

Suggested List of Stories.

All of the good and suitable stories are not in this list, but all of these are good and well suited to the ages of the pupils usually found in the first grade. The poems of Field, Riley, Stevenson, Sherman and others may also be used to advantage.

Mother Goose Rhymes, Three Bears, The Gingerbread Boy, Tom Thumb, The Brother Pigs.

"Cinderella"—(Teaching the Triumph of Right). The Big Brother—(Teaching Cleanliness). Hero of Haarlem, How Cedric Became a Knight—(Teaching Heroism).

The Country Mouse and the City Mouse, The Discontented Weathervane, The Little Pine Tree—(Teaching Contentment).

The Lion and the Mouse—(Teaching Gratitude).

Rumpelstelskin—(Teaching Greed).

Charlotte and the Ten Dwarfs, The Little Red Hen, Mother Holle—(Teaching Industry).

Snow White and Rose Red, House in the Woods, Why Evergreen Trees Keep their Leaves—(Teaching Kindness to Animals).

Raggyling, Half Chick—(Teaching Obedience).

The Hare and the Tortoise, The Neat Little Mouse—(Teaching Perseverance).

The Elves and the Shoemaker, Blind Man and the Lame Man—(Teaching Service).

The Honest Woodman—(Teaching Truthfulness).

Why the Chimes Rang—(Teaching Unselfishness).

Apple Seed John—(Teaching Usefulness).

Fables.

The Fox and the Grapes.

The Crow and the Pitcher.

The Ant and the Dove.

The Wolf and the Kid.

The Blue Wolf.

The Dog and His Shadow.

Appropriate stories should be used in the celebration of the National Holidays.

Bible Stories.

Noah and the Ark.

The Story of Joseph.

Childhood of Moses.

The Crossing of the Red Sea.

The Strength of Samson.

The Story of Jonah.

Daniel in the Lion's Den.

The Christmas Story.

The Easter Story.

Feeding the Five Thousand.

The Good Shepherd.

The Good Samaritan.

Any Sunday School Publishing House will send an outline of the Primary Grade Series of International Lessons. These lessons are well adapted for this period.

Avoid using Biblical legends, which often appear in story collections. The Bible is a wonder book in itself and does not need man made legends to make it more interesting.

Spelling.

First year spelling is a continuation of phonetic study and an application of the phonetic facts already learned. Some of the words in the course are unphonetic, but these are not the rule.

Text Book—The Aldine Speller—Part One. First Year's Work—Pages 1 to 18.

Full information concerning the method can be obtained from the Manual "Learning to Read"—pages 63, 64, 65, 66; also pages 196, 197, 198, 199.

Be sure the pupils know the letters of the alphabet "by sound" as well as by name.

1. Dictate the alphabet "by sound", pupils write the letters on the board.

2. Call the sound of the letter, then the name of the letter; pupils write. (Be sure the pupil has the correct sound connected with the name.)

3. Dictate names of letters, pupils write and give sound.

4. Teach alphabet in order.

5. See that the pupil applies his knowledge of phonics to every phonetic word.

6. As each "series" occurs, teach pupils to spell family name, as sun—un.

Arithmetic.

The work in arithmetic is largely oral and incidental to the other studies. The counting of real things play an important part in the work at first. Count the children in rows, in the room, the boys, the girls, those with pink ribbons, and tan shoes, in fact everything which can be counted. Also call for groups of objects as four erasers, three pieces of erayon, etc.

When this number idea becomes more or less familiar, give a symbol to represent the group—teach 0, 1, 2, 3, 5, 6, 7, 8, 9, as a regular writing lesson. When 0 to 100 has been learned slowly build up to 1000.

In order that a child may have an understanding of number relations, he must use numbers. The country child counts the chickens, the eggs, etc. He measures the milk, weighs the butter, measures the apples. The city child uses numbers very little, except possibly to make change. To make up for deficiency in modern child life, the teacher must give contact with real things; grouping, separating, multiplying and dividing. Numerous problems concerning every day affairs and involving small numbers should be solved orally.

For example: John has two yellow apples and Mary has one red apple (produce apples). How many have both? Answer: If John has two yellow apples and Mary has one red apple, both have three apples.

At the end of the first year it is desirable that the pupils should be able to count, recognize, and write

0 to 100; 100 to 0 by 1's.

0 to 100 to 5's and 10's;

and to solve simple problems involving small numbers.

Nature Study.

September—Wild flowers are to be brought in by pupils. Names and places of growth are to be learned, goldenrod. Autumn fruits—apple, pear—are to be studied.

October—Names of common trees should be learned, especially those on or near the school playground and those in pupils' own yard. Trees are to be distinguished by shape, bark, leaves, fruit. Corn—its growth and uses.

November—Migration of birds—sparrows. Heating our homes, schools,—fuel, wood, coal. Vegetables—summer, winter. Seeds—seed distribution.

December—The winter season—frost, ice. Winter clothing—sheep, shepherd—the dog. Evergreen trees—the cedar.

January—Weather record—teach weather signals. Snow. The Stars. The cat.

February—Tree study—leaf buds—bloom buds. Look on bare trees for cocoons. The winds. Swelling buds—note swelling buds on twigs kept in school room.

March—Home gardens, preparation of soil—tools, conditions for growth; rain, sunshine, loose earth, freedom from weeds. Contents of a garden—use-

ful, beautiful. Return of birds—names of common birds learned, pictures shown—bluebird.

April—The violet—tree blossoms. The lily—bulbs—watch root growth. Moths and butterflies. Robin.

May—The bees, the clover, the dandelions, reports from home gardens.

The aim of nature study is not to make scientists but observers. As a child becomes better acquainted with his environment and with the natural phenomena about him he has a keener pleasure in living.

No teacher should attempt to teach any topic until she has verified her knowledge of that topic.

Many of the so-called nature stories are the product of some one's imagination, and are very misleading if not absolutely untrue.

History and Civics—First Year.

These subjects are taught through conversations, observations, celebrations and stories. Aim—to awaken the child to the fact that he is only a part of a community which is interdependent.

Through stories and celebrations set before him high ideals and noble deeds to inspire him to his best efforts for himself and for others.

1. Home life—father, mother, brothers, sisters, each dependent on the other.

2. School life—organization, principal, teachers, pupils, janitor, each dependent on the other.

3. Community life—grocer, merchant, postman, policeman, etc., each dependent on the other.

Rules of the home, the school, the town—rules of a town called laws. Laws or rules; reason for. How we may have a good home, a good school, a good town.

National Holidays.

1. Thanksgiving.
2. Christmas.
3. Washington's Birthday.
4. Easter.
5. Flag Day.
6. Memorial Day.

Art—Aim—The aim of art work in the first grade is to give instruction that shall:

- I. Develop ability to use drawing as a common means of expression.
- II. Train taste in the fine and industrial arts.
- III. Develop ability to use simple tools of construction in a practical manner.

With this aim in view, the teacher should keep in mind the fact that the majority of children can learn to draw sufficiently well for purposes of ordinary practical expression with pencil and brush, and can be led to appreciate what is good taste as readily and generally as they can progress in other studies of the school curriculum; and that special talent is no more a factor to be reckoned with in elementary drawing than in elementary language or mathematics.

Object Drawing and Illustration—Study and draw a few typical forms familiar to the children—as a house, chair, table, tree, toys and flowers. Have the children draw at first, with the teacher, line by line upon the blackboard or on large paper; later have them draw from memory. Similar to other first grade work these are elements which when once learned may be varied as occasion demands and combined to form pictures illustrating the life about the

children or stories they know. Seek to express only general characteristics of shape and proportion in large drawings which show the flat, profile appearance of objects with no attempt to represent the third dimension.

Construction and Design—Construct of paper such simple forms as chairs, tables, baskets and boxes developed from the square, oblong and circle, folded, cut and pasted. Teach the meaning of square, circle oblong, edge, corner, vertical, horizontal. Teach cutting to straight and curved lines and free cutting of familiar forms. Make gifts, greeting cards and invitations for special occasions as Christmas and exhibit days. Decorate simple gifts as baskets and cards with units combined to form borders and surface designs of harmonious colors. Cut letters and figures and combine these to make the alphabet and posters. Teach pupils to use the straight edge for drawing lines.

Color—Since all people are designers in color in that all are constantly choosing clothing and home furnishings color study is of the utmost importance. Therefore, teach names and recognition of six spectrum colors: Red, orange, yellow, green, blue and violet. Name and collect objects of similar colors. Use harmonious colors in all design and construction problems.

Centers of Interest—Let all art work have a direct bearing on the life of the child by constant correlation with other studies in a series of lessons presented about definite centers of interest. The following table presents a year's work in general under possible centers of interest:

Months	Centers of Interest	Subject	Emphasis or Aims
Sept.	The Home	Correlations	Learning use of tools
Oct.	Nature	Civics	
	Drawing	Nature Study	Color Study
Nov.	Thanksgiving	History	Color—
			Object Drawing
			Construction
			Design
Dec.	Christmas	History	Object Drawing
Jan.	Toys—	Language	Illustration
	Story Illustration		Illustration
Feb.	Valentine—	History	Design
	Historic Days		Object Drawing
March	Nature	Nature Study	Illustration
	Drawing	Language	Color
	Story Illustration		Object Drawing
April	Nature	Nature Study	Illustration
	Drawing	Language	Color
	Story Illustration		Object Drawing
May	Nature	Nature Study	Illustration
	Drawing	Language	Color
	Story Illustration		

PAY TWELVE MONTHS A YEAR.

This magazine believes that the teachers of the State want a twelve-month-pay law. They have a right to a monthly stipend such as all other State employees receive. If to parcel out the salary in eight payments is just as good and better than twelve payments, why do all school officials, made up of principals and superintendents, arrange their pay in twelve months? If \$640 were divided by 12 and not by 8, it might perhaps become apparent that the grocery boy and the stenographer are better paid than the teacher. As far as we know the only employee of the municipality, county or state, whose salary is subject to paring is that of the school teacher.—Arizona Teacher.

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School Room Methods and Devices.

HELPS IN TEACHING ENGLISH HISTORY.

Any teacher of history who will encourage parallel reading by raising the daily grade of his pupils will be surprised at the results accomplished. To immature pupils (or to pupils who have read very little) such books as Kingley's "Heroes," "The Seven Champions of Christendom," Baldwin's "Fifty Famous Stories," Lamb's "Tales of Shakespeare," etc., should be given. Older and more advanced pupils will sometimes choose the novels of Thackeray, Dickens, Stevenson, and other authors. The teacher will find that the advanced pupils will soon be reading for pleasure, while others will be reading largely to raise their grades. This year we have eighty-six pupils in English history, and sixty-nine have raised their daily grades five points by doing parallel reading during the month just passed.—Southern School News.

TESTING A CLASS IN LANGUAGE.

A concrete example of class period inefficiency was a sixth grade in language dealing with the irregular verb *lie* and *lay*. The pupils learned and recited the principal parts of these verbs and then filled out the blank sentences in the text-book with the proper forms. The next day the pupils were tested on their knowledge of these same verbs in specific situations. A book was placed on the desk and the question asked: "What have I done with the book?" Twenty out of thirty-six pupils said, "You have laid the book on the desk," and sixteen said, "You have lain the book on the desk." Then this question was asked: "Suppose the book has been on the desk two hours; how would you express it?" Twenty-two said, "The book has been lying on the desk two hours," and fourteen said, "The book has been laying on the desk two hours." This showed ineffective teaching, because after completing the study of these verbs the pupils were unable to *use* them correctly in definite situations. This language period may be analyzed as follows:

Teacher activity.....	60%
Pupil activity.....	40%
Number of questions (estimated)....	42
Thought questions.....	2
Memory questions.....	40
Organization of pupils.....	0
Pupil initiative	Poor
Aim of lesson.....	Knowledge
Accomplishment of aim.....	Poor

—Wisconsin School Journal.

A PRIZE LETTER.

A prize was offered to the student in the Durham County schools that produced the best letter. The following letter by a seventh-grade pupil of the Fayetteville Road School won the prize, a copy of Brooks's North Carolina Poems:

Durham, N. C., February 22, 1917.

My dear Teacher:

I want to tell you about an outing a few of us boys took last summer. There were six of us in the crowd. We met at an appointed place Friday at noon, each boy

bringing something to eat or to be used by the crowd. I carried a kodak, some canned fruit and fish bait. At one o'clock we started on our drive of ten miles to Eno River. The road was new to some of us, so we found the drive interesting.

Three o'clock found us a mile from our destination and in a rainstorm. We found shelter in a barn so we didn't get very wet. When the rain ceased we made the other mile in a few minutes. Upon arriving at the river two of the boys set up a camp, the other four began to fish. We set some hooks, killed a few birds and played on a sand bar till supper time. What a supper we had!—fried chicken, eggs, bread, butter, fruit cake, custard and other things from home. Our appetites were at their best, as all who have gone on an outing know.

After supper we sat around the camp fire, told stories and had a good time generally. Then two of the boys went to sleep, one remained by the camp fire, and two others and I went to our fishhooks. We caught one eight-pounder, which we dressed for breakfast, and believe me, we ate it all.

After breakfast we caught a few small fish, went in swimming, and had a jolly boat ride. We did not forget our kodak, but made snapshots of the interesting scenes to take home and show to our friends.

We would have enjoyed staying several days, but our services were needed at home so we had to break camp that day. We arrived home about 2 p. m. Saturday ready to go to work in earnest again.

We shall go to the same place next summer and spend several days. We shall take the kodak with us, too, as the snapshots keep the scenes fresh in our memory and are also very interesting to our friends.

Yours truly,

THOMAS MARTIN.

A CONFERENCE OF HIGH SCHOOL TEACHERS OF MATHEMATICS.

Mr. W. W. Rankin, Jr., of Chapel Hill, writes: school teachers of mathematics are called to meet in Greensboro Friday night, April thirteenth, and Saturday morning, April fourteenth. The object of the meeting is to improve the teaching of mathematics in our high schools and colleges through closer correlation with the work of the colleges. The fact that from 40 to 50 per cent of the high school students who enter college fail in freshman mathematics would indicate that something ought to be done. Especially when we remember that the high school students who enter college represent the higher class of such students, we realize the gravity of the situation. The colleges and high schools should get together and reach a clear understanding as to what each is expected to do. The Suggested Topics for Discussion Are:

1. Planning of course and daily assignments.
2. How to deal with the deficient students.
3. How to teach geometry to beginners.
4. The use of the blackboard in teaching mathematics.
6. Schemes for securing practice in use of operations in algebra.
7. Should trigonometry be taught in the high school?
8. Devices for sustaining the interest of class.
9. Value of practical applications."

North Carolina Education

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Entered as second-class matter January 21, 1909, at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Read the new health law. Teachers have an obligation that the State makes compulsory.

Guilford County now has a teachers' pension act. The idea keeps growing. Raleigh township already had a similar law.

The city schools should take the lead in teaching home gardening. They can provide for instruction twelve months in the year.

You must write it "North Carolina State College of Agriculture and Engineering instead of "The North Carolina College of Agriculture and Mechanic Arts."

The Civic League of Durham is urging that an instructor in gardening be employed for the spring and summer to give instruction to the boys, girls and parents in gardening.

Prizes are being offered to the school boys and girls of Southport for the best kept garden plats this spring. Prizes will be given for the first vegetables produced by the school children.

Legislation affecting the health work of the State is of great interest to the teachers. A special act appropriates \$15,000 to promote sanitary inspection and \$15,000 was also appropriated for inspection of school children.

A half-million dollars has been added to the loan fund for the building of school houses. It is not generally known that this fund is gradually increasing in size and after fourteen years of management not a cent has been lost.

The General Assembly made it a misdemeanor, punishable by fine or imprisonment to desecrate, mutilate or use improperly the United States flag. Every teacher should impress this fact upon the children and teach them to have proper respect for the flag.

Governor Bickett has set apart April 6 as Planting Day. Every school in session should observe that day or, if more convenient, a later day. Teachers will find in this number of **North Carolina Education** Governor Bickett's proclamation and selections that may be used by the pupils. The city schools should become active and encourage the cultivation of gardens by pupils. This is a form of practical science that the city schools can teach.

The scientists have made the important discovery that man and not the mosquito carries malaria through the winter. In a blood test in midwinter of nearly 2,000 persons on fifteen plantations in the Yazoo Valley of Mississippi it was found that forty per cent of them, while not sick in the ordinary sense, were infected by malarial parasites. In 1,211 winter mosquitoes that were searched out and dissected no malarial organisms were found. Moral: take your quinine in winter to route the malaria and in spring use oil and drainage to route the mosquitoes.

TEACHERS' PENSIONS.

Raleigh township enacted some years ago a law authorizing the teachers to provide a fund for the retirement of faithful teachers. The last General Assembly enacted the Guilford County Teachers' Retirement Fund, or pension bill. This law as its name indicates, provides a fund for teachers when they have spent the best of their life in the teaching profession to be sure of support in their declining years. Of course it is optional with the teachers whether they join the retirement fund association. To be eligible to participate in the fund a teacher must have taught 25 years in the State, the last 10 of which must have been spent in Guilford County.

SPECIAL LECTURES.

Several schools have adopted the plan this year of having special lecturers visit the school and speak to the pupils and patrons. The Progressive Farmer has this to say of the practice:

"A county school a few miles from our office has adopted the plan of having some prominent man in the county deliver an address at the school-house once a month. It is a plan many another school could adopt to good advantage. Last Friday night, for example, one of the most successful and public-spirited men we know gave the boys of this school a notable talk on 'Success.' And nothing helps or inspires boys more than contact with men who have succeeded both in their life-work and as character builders."

Watch the date on your label and renew your subscription promptly.

A BOND ISSUE FOR STATE INSTITUTIONS.

The late General Assembly was more generous to State institutions than any previous General Assembly. A bond issue of \$3,000,000 was authorized and \$500,000 is available annually for six years for buildings, equipment, and such material improvements and additions as become necessary. A special committee was created to supervise the expenditure of the funds.

The division of the funds is as follows:

- Central Hospital, Raleigh, \$200,000.
- Morganton Hospital, \$200,000.
- Insane Hospital, Goldsboro, \$125,000.
- State School for Deaf and Dumb, \$60,000.
- Stonewall Jackson Training School, \$50,000.
- State University, \$500,000.
- State Tubercular Sanatorium, \$150,000.
- Eastern Carolina Teachers' Training School, \$200,000.
- Appalachian Training School, \$50,000.
- Cullowhee Normal School, \$40,000.
- North Carolina A. and M. College, \$300,000.
- State Normal, Greensboro, \$500,000.
- Negro Agricultural and Technical, \$25,000.
- State Normal for negroes, \$10,000.
- State Board of Education, \$500,000.
- State Storage Warehouse, \$50,000.
- For Fire Prevention, \$40,000.

THE EDUCATIONAL LEGISLATURE.

No General Assembly, since the establishment of the public school system, has enacted so many important laws affecting education as the Assembly of 1917. The following acts tell a story unparalleled in North Carolina History:

1. The creation of an Educational Commission.
2. The creation of a Board of Examiners and Institute Conductors.
3. Provision for the teaching of agriculture, domestic science and gardening.
4. An act to provide moving pictures for rural schools.
5. An appropriation for conducting special schools for adult illiterates.
6. Raising the compulsory school age from twelve to fourteen years.
7. Provision for a constitutional amendment to make the minimum school term six months instead of four months.
8. A bond issue of \$3,000,000 for the improvement of State institutions.
9. A number of important amendments to laws already in existence.

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THE HOLY ALLIANCE AND THE FALL OF RUSSIAN AUTOCRACY: A LESSON IN POLITICAL HISTORY.

At the conclusion of the Napoleonic wars, a hundred years ago, the Emperors of Russia and Austria, and the King of Prussia concluded a treaty at Paris which resulted in the Holy Alliance. Later France joined. One of the purposes of the Alliance was "to put an end to the system of representative government." The growth of the American Republic, the revolt of the Spanish Colonies and the spread of representative government in the Western Hemisphere alarmed the monarchies of Europe.

One of the first acts of the Holy Alliance was to interfere in the affairs of Spain, where democratic principles seemed to be spreading, and it was proposed to assist that country in regaining control over her revolted provinces in this hemisphere. However, it was believed in this country, that it was the plan to surround the United States, so far as possible, with monarchical provinces, hem in the democratic tendencies and thus throttle representative government. These changes led to the Monroe Doctrine in 1823. One of the objects of this doctrine was "to prevent the spread of monarchical ideas or principles in the Western Hemisphere"—Europe and monarchy against America and democracy.

After a hundred years another great war is shaking civilization to its foundation. France nearly a half century ago lost its monarchical form. But the most monarchical, the most absolute of all, the mover in the Holy Alliance, startled the world on March 15, 1917, with the announcement that "Emperor Nicholas of Russia was abdicated. The Russian ministry charged with corruption and incompetence has been swept from office."

The old order was intolerable. Absolutism was weak and incompetent and afraid of democracy. It allowed the people of Petrograd to go hungry by not providing for a proper distribution of food—which is abundant in Russia. The result was first riots and strikes and then revolution in Petrograd. The Russian regiments ordered to restore order went over to the rioters. This was the revolution on the side of the people and the army. Its other side was the refusal of the Russian Duma to dissolve after imperial order last week. The leading figure in this was the President of the Duma. Instead of dissolving, the members of the Duma continued their sessions and the President informed the Emperor that "the hour had struck when the will of the people must prevail." The Emperor, then at the front, hastened back to Petrograd to find a new government in control and signed his abdication for himself and his son, the heir to the throne. Thus in swift and orderly transition Russia has changed from an absolute monarchy to a rule by the people. Everywhere the people, the army and the navy accepted the new regime with unbounded enthusiasm.

Thus after a hundred years almost to a day Russia succumbs to democracy and representative government is ushered in. Will Prussia and Austria, the two other members of the Holy Alliance, follow likewise?

THE SCHOOLS SHOULD OBSERVE PLANTING DAY, APRIL 5

Every teacher in North Carolina should read to the children Governor Bickett's proclamation setting aside Thursday, April 5, as Planting Day. We have been discussing school gardening and agriculture for many years. The time has come when teachers and superintendents should prove that the school is a vital force and can really practice what it preaches.

Some principals and superintendents are inquiring even now what science can best be taught in the high school of our cities and towns. They should read the following proclamation issued by the Governor of North Carolina:

The Governor's Proclamation.

"Our forefathers established the noble custom of setting apart a day in autumn on which to return thanks to the Lord of the harvest for having blessed them with the 'kindly fruits of the earth.'

"A true interpretation of the Thanksgiving spirit comprehends all resanoeable efforts on our part to insure celestial bounty. The conditions which now confront us appeal for activity on our part with peculiar and compelling power.

"The world war has drawn to the battle line millions of those who in times of peace 'went forth to sow.' China and the United States are about to swell the legions who fight and must be fed.

"From the South the boll weevil is marching on North Carolina. Full cribs and smokehouses are the sure and safe defense against the coming of this pest. In every State the destruction of cotton by the boll weevil has been followed by a paralysis of the farmers' credit. Being forewarned of the steady advance of this enemy and the certain consequence of its attack, it will be colossal stupidity to fail to meet it with the only weapons that have proved effective, to-wit, broad acres of grains and grasses.

"The amended crop lien law was framed to give that small farmer a decent chance to escape from a credit system that levies upon the right to live and labor the heaviest tribute imposed upon a helpless people since Augustus Caesar issued his decree that all the world should be taxed. But the farmer who fails to increase his food and feed crops will deny to himself and family the blessings of the law. The merchant will properly refuse to make unlimited advances under the new law. Long profits will no longer tempt him to make long chances. He will wisely and justly insist that the farmer must produce his own meat and meal and when he has done this he will find no difficulty in obtaining other necessary supplies.

"All these things made a substantial increase in our food and feed crops essential to our self-preservation.

"Now, therefore, I Thomas Walter Bickett, Governor of North Carolina, do hereby designate and set apart Thursday, the 5th day of April, 1917, as Planting Day, and on that day I earnestly urge

"All mayors of incorporated towns to call the people together and devise and put into execution practical ways and means of having every vacant lot in and adjacent to the towns planted to grain or grass, peas or potatoes.

"All farmers' organizations of every kind to meet and counsel their members to heavily increase their food and feed crops this year.

"All landlords to insist that their tenants plant food and feed crops ample for the substance of their families and their live stock.

"All merchants and bankers to counsel their customers who are engaged in farming to increase the acreage planted to food and food crops to such an extent that it will be unnecessary for them to purchase any food supplies next year.

"The times are troublous. No man can say what an hour may bring forth, but if we shall act with prudence and diligence the 'meal will waste not, nor with the oil fail.' "

GREETINGS.

Rebecca Strutton.

Good night, you funny seed!

I'm laying you in the ground,
A little water, you need,

With the earth smoothed al laround

Good morning, tiny green! --

Say, when did you break through?
Come up, where you'll be seen,
By sun and sky, so blue.

Good day, oh lovely flow'r!

Worthy of honored place,
Since earth and sun and shower,
Have filled you with such grace.

—Kindergarten Primary Magazine.

COME LET US PLANT A GARDEN.

Come, let us plant a garden,
And tend it well until
The dark brown soil shall show all green
In valley and on hill.
The weeds we will not give a place,
The hedges shall be fair;
Come let us plant a garden—
It's harvest we shall share.

Come, let us plant a garden
And tend it with such care,
The birds shall come and sing to us
And cheer us, while the air,
With fragrance sweet, caresses cheeks,
Refreshes and makes glad;
Come, let us plant a garden,
My little maid and lad.

—Butler.

DEEP.

Plow deep!
Sow not thy precious seeds
Among the scarce uprooted weeds,
Or thou shalt weep
To find thy crops all choked and dead,
And naught but thorns and tares instead
Then plow down deep,
The promise ringing in thy ears,
That those who sow their seeds in tears,
In joy shall reap.

A GARDEN SONG.

Supreme I rule in my domain,
 Teaching my subjects the way to go,
 Out in the morning, sun and rain,
 Hoeing and weeding each slender row.
 But, dwellers in gray city streets,
 How should ye ever know
 The joys that Youth and Age both share,
 Watching the garden grow?

Flat brown beds 'neath a cloudy sky,
 My kingdom looks to your town-bred eyes,
 Yet beauty to haunt each passerby
 In a few short weeks shall there arise.
 But ye who live in towers of brick,
 How should ye ever know
 The peace of mind that comes with eve,
 Watching the garden grow?

Open my gate when May is here,
 Pass by the wall-flowers in velvet-brown,
 Wafting their welcome far and near —
 There is no perfume like that in town!
 O pent-up folk of stony streets?
 Wait not too late to know
 All that ye miss each budding year
 Watching the garden grow.

—Wolff.

THE SONG OF THE POTATO.

I was born long ago, I cannot tell when,
 But I'm older than all the races of men;
 In the far away South, by the side of the sea,
 A birthright commission was given to me.

And so through the ages my business has been
 To supply the real wants of the children of men,
 I've travelled as far as the races have run,
 And comforted all like the rays of the sun.

I am only a spud, a commonplace spud,
 I thrive in the sand and I thrive in the mud;
 At home with the rich and in love with the poor,
 I'm the friend of all men from mountain to moor.

I'm here on the earth with a great work in hand.
 Like the Master of old, on the sea and the land.
 So I take my own place as He hath decreed,
 And strive in my way to relieve the world's need.

And happy the man who doeth the same,
 In obedient love to that Wonderful Name,
 And comforts the child on the poor cottage floor,
 Or the wanderer lost on the pitiless shore.

—Morgan.

Selected from Better Farming Day Department of
 Education, Montgomery, Ala.

THE LITTLE BROWN SEED IN THE FURROW.

A little brown seed in the furrow
 Lay still in its gloomy bed,
 While violets blue and lilies white
 Were whispering overhead.
 They whispered of glories strange and rare,
 Of glittering dew and floating air,
 Of beauty and rapture everywhere,
 And the seed heard all they said.

O, little brown seed in the furrow,
 At last you have pierced the mold;
 And quivering with a life intense,
 Your beautiful leaves unfold
 Like wings outspread for upward flight;
 And slowly, slowly, in dew and light
 A sweet bud opens—till, in God's sight,
 You wear a crown of gold.

—Ida W. Benham.

THE RURAL SCHOOL TERM.

By J. L. McBrien, School Extension Agent, Bureau
 of Education.

The further we delve into the question of rural school attendance in its relation to the length of rural school term the more evident it becomes that we need an aroused public opinion for a better rural school attendance and a more rigid and effective enforcement of compulsory attendance laws to make sure of this better attendance—not alone for the betterment of the children themselves, but as a matter of simple justice to the taxpayers. It is unjust to tax A to pay for teaching B's children when the authority that levies and collects the tax from A allows B to keep his children out of school whether it be through indifference, ignorance or selfishness. Furthermore, it is a crime against B's children to let him keep them out of school. Whether poor attendance of pupils comes from indifference of parents, a sleeping public opinion or a lax enforcement of compulsory attendance laws—or from all of these things—the penalty falls hardest and most directly upon the children in their lost opportunity for an education, though society must pay a heavy toll in the end for its own sinning against such children.

As a concrete example of the magnitude and gravity of these problems in some of the State, take Pennsylvania. The enrollment in her public schools for the year ending July 5, 1915, reached the colossal figure of 1,461,437. The average daily attendance in her public schools for that year was 1,166,513—making her average daily absences climb to the startling number 295,424. The cost of enforcing the compulsory attendance law in Pennsylvania for the same year was \$198,991.71. These figures cover both rural and urban schools. The latest available statistics on separate attendance in urban and rural schools of Pennsylvania (1910) show that the number attending daily in every 100 enrolled in the urban schools of this State was 82, while in the rural schools it was only 76.6. It is evident, therefore, that the rural schools of Pennsylvania had a larger per cent of pupils in the 295,424 daily absentees than did its urban schools. Yet Pennsylvania is one of the six States with the highest daily attendance.

Statisticians claim that every day a pupil attends school is worth nine dollars to him. On this basis the 295,424 pupils daily absent from Pennsylvania's school last year cost over \$2,655,000 daily, or for the school term of 170 days, over \$450,000,000. For the nation at large the 5,000,000 boys and girls daily absent from school lost thereby on a school term of 160 days, \$7,200,000,000. "We must educate or we must perish," said Beecher.

News and Comment About Books

NOTES AND COMMENT.

Has your town a library? If not, take the lead in seeing that it has one at the earliest date possible. A writer in the *Shelby Star* calls attention to the remark of a college professor who said that he noticed a wonderful difference in the boy who comes to college from a town in which there is a library and one from the town where there is none. And the same writer, making a forceful appeal for a free library for Shelby, is far-seeing enough to declare that the library aimed at should be a "bureau of information" which is described more concretely as one to which all may resort, "the young householder who is seeking a book on lawn gardening, the farmer to find out what the scale is that destroys his tree and how to get rid of it."

¶ ¶ ¶

The traveling library does something to make the opportunities of the country children for enlightenment through books a little more equal to the opportunities enjoyed by the children in towns, especially in towns having libraries. The Legislature made a wise investment when it doubled the appropriation to the State Library Commission which through the untiring labors of its Secretary, Miss Minnie Leatherman, has done such far-reaching and effective service in rural communities through the traveling libraries that were made available by the former meager funds. To see this work thus enlarged kindles hope and makes less difficult the next section of roadway.

¶ ¶ ¶

Some vivid flashes of the great war's awful meaning to England and of what it may all too soon mean to this country appear in a few incidents briefly mentioned by Alfred Noyes, the gifted British poet, who recently made a second welcome visit to Raleigh, lecturing at Meredith College. Revisiting Oxford University last year, he found in twelve colleges only one set of rooms inhabited. On the chapel doors were posted long lists of names—the honor roll of Oxford's dead. This in the homeland. At the front in France he saw twenty men working continuously

digging graves for these soldiers and others like them, only a few years ago schoolboys. Rough crosses like kindling wood, he said, mark the graves, over many of which there is no name, the only identification being some relic of the unknown dead. One grave Mr. Noyes remembered for its unusual marking—a girl's necklace twisted around the cross.

¶ ¶ ¶

In this connection may be given two stanzas from the moving threnody of Laurence Binyon, another British poet, which appeared in the *Atlantic Monthly* for March:

They mingle not with their laughing comrades again;
They sit no more at familiar tables of home;
They have no lot in our labor of the daytime;
They sleep beyond England's foam.

But where our desires are and our hopes profound,
Felt as a well-spring that is hidden from sight,
To the innermost heart of their own land they are known
As the stars are known to the Night.

NEW BOOKS.

Practical Drawing. By Harry W. Temple, Crane Technical High School, Chicago. Cloth. 141 pages. \$1.50. D. C. Heath & Co., Boston, New York, Chicago.

This book gives definite instruction in the use of drawing instruments, the preparation of blue prints, the interpretation of blue prints, and in the construction of articles in wood and cane. Most of the articles are eminently useful. The latter half of the book gives definite models for various wood-turning projects and also models for wood pattern projects, together with ten pages of advanced cabinet projects. There are also sections on stenciling and on concrete work.

The Contemporary Short Story: A Practical Manual. By Harry T. Baker, M. A., Instructor in English in the University of Illinois. Cloth, 271 pages. Price, \$1.25. D. C. Heath & Company, Boston and New York.

This is not a collection of short stories, but a new, fresh, and very illuminating statement of the underlying principles of short-story writing. It is intended "to teach promising young authors, whether in or out of college, how to write stories that shall be marketable as well as artistic." Some of the Chapter Headings are: Originality, Common Faults, Structure, Character vs. Plot, Style and the Classics, How Magazines Differ. An appendix contains valuable suggestions for the beginner, test

Summer School

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As evidence of the type of instructions given at Peabody College, consider what is offered in English during the Summer Quarter of 1917.

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Dr. D. S. Fansler. General Survey of English Literature from Shakespeare to Tennyson, Modern Dramatics, and Types of Literature.

Dr. H. E. Fansler. Spoken English, Advanced English Composition, Grammar and the Teaching of Grammar, and the Teaching of High School Literature.

Miss M. C. Hiner. Composition, and the Teaching of Elementary English.

Dr. J. M. McBryde. Shakespeare's Great Tragedies, Nineteenth Century Prose Writers, The Teaching of High School Literature, Types of Literature.

Dr. E. Mims. American Literature, British Poets of the Nineteenth Century.

The Spring Quarter extends from March 22 to June 12; The Summer Quarter from June 14 to August 31 (the first term from June 14 to July 21, the second term from July 21 to August 31.)

George Peabody College for Teachers

NASHVILLE, TENNESSEE.

questions, list of books on the short story, and a list of representative short stories. There is also an adequate index. This is a particular good manual for students of the modern short story.

A Brief Account of Radio-Activity. By Francis P. Venable, Professor of the University of North Carolina. Cloth. Illustrated. 60 pages. 50 cents. D. C. Heath & Co., New York.

This monograph gives a brief account of what is best worth knowing in the subject of radio-activity. It contains chapters on The Discovery of Radio-activity, Properties of the Radiations, Changes in Radio-active Bodies, Nature of the Alpha Particle, Structure of the Atom, Radio-activity and the Chemical Theory. The work is based upon the writings of Rutherford, Soddy, and J. J. Thomson, and should prove of value not only to students of general chemistry and radio-activity, but also to busy men in other branches of science who wish to know something of radio-activity and have scant leisure in which to read the larger treatises.

The Promise of Country Life: Descriptions, Narrations Without Plot, and Short Stories, Selected and Edited by James Cloyd Bownan, Associate Professor of English in Iowa State College. Cloth, xxii+303 pages. Price \$1.12. D. C. Heath & Company, Boston and New York.

The twenty-five descriptions, narrations, and short stories here put together manifestly for school or college use have yet so wide an appeal for the country-loving soul as to make this welcome book a fit companion on the shelf for "My Farm of Edgewood" and "Rural Rides in England." Here are commingled in one delightful company Stewart Edward White and Hector St. John DeVevecoeur, Francis Parkman and Thomas Dixon, John Burroughs and Guy de Maupassant, Leigh Hunt and John Muir, Tolstoi and Washington Irving, with more than a dozen others both men and women speaking of some important things by which country life may be made richer. The different groups of selections deal (1) with him who is most at home in the country (2) the pleasures found in solitude, (3) how different types of men have found enjoyment in rural surroundings, (4) contrasts in city and country life, (5) man's mastery over crops and animals, (6) the various sociological and economic problems of farm life. The introduction will prove interesting and instructive not only for the student but for any attentive reader.

The English Familiar Essay: Representative Texts. Edited, with introduction and notes, by William Frank Bryan, Ph.D., and Ronald S. Crane, Ph.D., of the Department of English of Northwestern University. Cloth lx+471 pages. Price \$1.25 net. Ginn & Company, Boston and New York.

An incisive and enlightening introduction of fifty pages gives a history of the English Familiar Essay. The object of the editors is stated to be not to furnish models for a course in English composition or to compile an anthology but to present "such a selection of texts as will exhibit clearly the development of the genre (the familiar essay) in England." "The complete accomplishment of this purpose," they add, "has made it necessary, of course, to begin outside of England with Montaigne, the originator of the type." Specimens are given from Montaigne, Bacon, the Tatler, The Spectator, the Rambler, Lamb, Hunt, Hazlitt, Thackeray, Stevenson, and other sources. The text is followed by ample bibliographical and other notes occupying more than eighty pages. These essays, saturated with interest and charm, are well calculated to have a conspicuous place among those that "give pleasant half hours to the thoughtful and un-

hurried reader," for whom no less than for the college undergraduate this collection appears to have been made.

The Story of Corn and the Westward Migration. By Eugene Clyde Brooks, Professor of Education, Trinity College, N. C. Cloth, 308 pages. Price 75 cents. Rand McNally & Company, Chicago, Ill.

Attractively and instructively illustrated, the Story of Corn is a fit companion book to the same author's Story of Sotton. The two together "should make a good course in ele-

mentary economic history" for the last year of the grammar school or the first year of the high school. The story of Corn is a story of "the struggle of the human race for food." It is a heroic tale told with fervor, and with its companion book should not only find a place in the schools, but also in the hands of tens of thousands of adults whose imaginations have never kindled and whose spirits have never thrilled at the thought of the greatness and heroism in the task of those who grow the corn and cotton for mankind.

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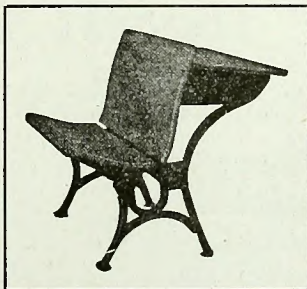
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State School News

SCHOOL NEWS BRIEFS.

Frederick Palmer, the famous war correspondent, who "has seen more modern warfare than any other American writer," according to Mr. Roosevelt, will lecture before the University of North Carolina on April 5.

The Morganton schools were closed the 19th of March on account of a fuel famine, to remain closed until the dealers could get coal or until the weather grew warmer. What has become of all the wood in Burke County?

Of 1,140 children examined in Wake County, only 151 were reported as normal children without defects. Enlarged tonsils compose the largest per cent of the afflicted, bad teeth the second largest, and defective eyes the third.

The Reflector comes to us from Shelby, six pages, four columns to the page. Numbers 1 and 2 are full to the brim of live matter reflecting the progressive activities of the pupils of the public schools and the interest of the citizens. Number 2 was a community health number.

On the program of the Teachers' Assembly which meets in Charlotte Thanksgiving week the following educators will have places: Supt. P. W. Houston, of Houston; Mr. Arthur Farwell, of New York City; Miss Lida Lee Tall, Baltimore; and Dr. Charles A. McMurray, of Nashville.

March 26 was seed planting day in the Kinston schools. Garden seed furnished by local dealers were planted in boxes with a view to transplanting in season. The school planters are pledged to foster and care for the plants, which will be set out in home gardens. They will be instructed in the methods of culture.

Permission has been given by the school board to convert the Warsaw school grounds into a public park. The Woman's Club has undertaken the work. The grounds consist of a beautiful grove of stately oaks, which will furnish shade. Plans for beautifying and improving the grounds, include the planting of flowers, placing of seats, and other necessary changes.

Prof. M. S. Giles Goes to Guam.

Prof. M. S. Giles, of Glen Alpine, principal of the State High School in Burke County, has been tendered the appointment of principal of the High School of the Island of Guam. Mr. Giles is a brother of Superintendent

D. F. Giles, of the Wake County schools, and is an A. B. graduate of Trinity College. He is expected to leave San Francisco for his new post May 5. He will be at the head of the schools on the island (a naval station of the United States.) Guam is 310 miles square and has a population of about 13,000. It is 22 days out from San Francisco and about two-thirds of the way between Honolulu and Manila Bay.

Victor Course in Vocal Training.

Seemingly anxious to make April a long remembered month in musical circles, the Victor Company announces a complete course in vocal training by Oscar Saenger. The full import of this can hardly be realized, for it means that everyone who wishes to sing and has a voice, even though it be entirely untrained, can now have the advantage of practicing under the direction of this great and successful vocal teacher. Victor dealers are prepared to give full information about the new Saenger Records.

Almost the Whole South Calling for Good Teachers

WE have on file TODAY requests to nominate for next fall men and women to fill college and high school positions in biology, chemistry, agriculture, general science, mathematics, history, education, philosophy, English, Latin, French, German, Spanish, home economics, manual training, physical culture and other specialties, and also for high school principals and grade teachers, salaries ranging from \$500 to \$2,000. The calls come from nearly every State in the South, and these positions, with many others equally good, will be filled during the next six weeks.

If you are a well equipped specialist in ANY line, we may be in a position to help you. Write now for registration form.

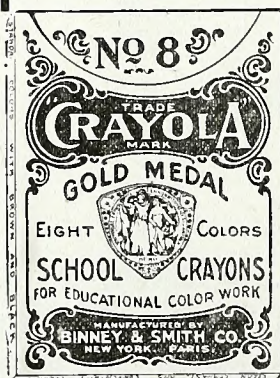
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NEW YORK.

An Instructor in Gardening for the Spring and Summer.

Pleasant and profitable occupation is offered the boys and girls of the Durham schools, who engage in home gardening work this year, netting them a neat profit in addition to supplying their home tables with fresh vegetables throughout the season, aiding their parents to reduce the cost of living, declare officials of the Durham Civic League, who are urging that an instructor in agriculture be employed for the schools of this city.

They suggest that the instructor be employed for just the spring and summer months, giving instructions in home gardening to classes at the city high school throughout the summer and aiding the boys and girls in planning their gardens.

The classes in agriculture might include older people of the city, interested in home gardening as well as the children, they suggest.

They point to the fact that the home gardening class work has been introduced in many of the Northern schools and is meeting with great success, as the children supply the cities with practically all fresh vegetables used.—Durham Sun.

Tools Used in Building the University.

Mr. J. M. Hatch, aged 86, an inmate of the Soldiers' Home in Raleigh, has a very unique collection of tools which were used in the building of the State University at Chapel Hill. In this collection he also has a cannon ball which was unearthed on the University grounds while the building was going on. Mr. Hatch has for some time had this collection in the State Museum, but will remove them to the museum at the University as a gift. He came from the war when he was 18 years old, crippled, but returned after he recovered from his injuries. An interesting history of Mr. Hatch and his father will be included in the gift to the University.

Military Drill at the University.

Four hundred students show their interest in practical preparedness for war at the University of North Carolina by coming out to the military drill, held in old Commons Hall of the University. The large number was a little unexpected. It is now practically certain that at least 500 men will enlist for the training at an early date, and the drill will be carried on out of doors, with experienced officers in charge. Efforts are being made to secure an adequate number of guns from the government.—News and Observer.

The Orchard at Cary Farm-Life.

An attractive feature of the school farm at Cary is the home orchard. Mr. Howard, the agricultural teacher, has an orchard which should be

a valuable demonstration for the community. He has a carefully selected variety of peach, pear, apple, plum, cherry and pecan trees as well as grape vines and berries. These trees and vines are carefully pruned by members of the agricultural class.

Whatever love undertakes to do it does well.—Ex.

Learn to give, and not take; to drown your hungry wants in the happiness of lending yourself to fulfill the interests of those nearest or dearest to you.—Henry Scott Holland.

The University of North Carolina Summer School for Teachers.

THIRTIETH SESSION, JUNE 12-JULY 27, 1917.

The thirtieth session of the Summer School for Teachers will open on June 12th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 27th. The days for registration will be June 12th and 13th.

THE FACULTY—A strong faculty of specialists and successful teachers and superintendents, chosen because of their recognized ability in their particular fields and their especial fitness for the work they are to do.

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3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

COURSES FOR COLLEGE AND UNIVERSITY CREDIT—Many of the courses offered count for credit towards the A. B. and A. M. degrees. Graduates of standard Colleges may, in four summers, complete work leading to the A. M. degree. To undergraduates the opportunity is offered to pursue courses leading to the A. B. degree.

EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address **N. W. WALKER,**
Director of the Summer School, Chapel Hill, N. C.

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| J. Y. JOYNER, State Superintendent of Public Instruction. | F. M. HARPER, Superintendent of Raleigh Public Schools. |
| W. A. WITHERS, Vice-President of the College. | JOHN A. PARK, President Raleigh Chamber of Commerce. |
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For preliminary announcement or other information, address

W. A. WITHERS, Director,
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The Declamation Contest at Wake Forest.

Competing against 52 preparatory schools, representing every section of the State, Aubrey P. Wiggins, of East Durham, high school, speaking on "The Unknown Speaker," won first place in the initial annual inter-scholastic declamation contest at Wake Forest College, March 9, and was awarded a first prize valued at \$62.50, consisting of a scholarship in the college and a handsome gold medal. Martin Luther, of White Oaks high school, was awarded the second prize, a gold pin.

From the 53 participants in the contest 10 were selected last night in a series of elimination preliminaries to speak this afternoon in the final contest. Wingate Memorial hall was the scene of the final declamations, and an audience that comfortably filled the large hall was present to greet the contestants. The 10 declaimers appearing were: Aubrey Wiggins, East Durham high school; Martin Luther, White Oak high school; Harry Dorsett, Siler City; Emmitt Powell, Clinton; Billie H. Hall, Teachey; J. E. Schenck, Mount Pleasant; Howell Moss, Wilson; Lowell Spivey, Windsor; J. W. Grah, Waynesville; Walter Stallings, Justice.

The judges, President William Louis Poteat, Dr. N. Y. Gulley and Prof. E. W. Sydnor, rendered their decision amidst an outburst of cheering, attesting to the popular approval of their selection. It is the third time that Aubrey F. Wiggins has taken first place in a declamation contest with the same subject. He has previously won out in similar contests at Trinity College and Elon College. —News and Observer.

Unionville Will Have a New High School Building.

The contract has been given for the erection of a new building at Unionville for the State High School at that place, replacing the building that was recently burned. The new structure will surpass the old one in some respects, containing an extra number of class rooms, room for the superintendent, cloak rooms, library and large hallways. It will be two stories high and well modeled to meet the demands. At the time of burning there were about 300 students in this institution, one of the

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All teachers both men and women should try the Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. B227, Rochester, N. Y., for large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

oldest in the South, having been established before the Civil War and many prominent men now throughout the United States were educated in the old building at Unionville.

The Duke graded school suspended work from March 6 to March 12 on account of a fire and the wetting of the floors and furniture by the water.

School Closings

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This book is a guide to the elementary school teacher in giving instruction in Reading, Literature, Spelling, Grammar and Composition.
- READING IN PUBLIC SCHOOLS, *Thomas H. Briggs*.....\$1.25
A high-class, practical help for all teachers of reading; emphasizes reading to understand and appreciate.
- HOW TO TEACH ARITHMETIC, *J. C. Brown, L. D. Coffman*.....\$1.25
The aim has been to present definitely and concretely all important principles; illustrative material is abundant.
- COUNTRY LIFE AND COUNTRY SCHOOL, *Mabel Carney*.....\$1.25
Here is given a portrayal of existing rural conditions with a constructive, inspirational program for improvement.
- METHODS OF TEACHING, *W. W. Charters*.....\$1.25
This text, for the progressive, growing teacher, works out general methods of teaching in terms of the function of subject matter.
- THE PERSONALITY OF THE TEACHER, *Charles McKenny*.....\$1.00
The author shows what qualities go to make up a strong desirable personality in a teacher and how to develop these qualities.
- THE NEW EDUCATION, *Scott Nearing*\$1.25
A vigorous statement of the important movements in public education within the last ten years.
- THE EDUCATIONAL MEANING OF MANUAL ARTS & INDUSTRIES, *R. K. Row*, \$1.25
A statement of the reasons for the modern movement in manual arts, and the proper work to be done in each school year.
- THE HIGH SCHOOL PROBLEM, *F. B. Pearson*.....\$1.25
A statement of the problems confronting the high school teacher, with helpful suggestions.
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CHICAGO, ILLINOIS

Clinchfield-Mill to Erect a Modern School Building.

The directors of the Clinchfield Manufacturing Company, says the Marion Progress, have approved and authorized the erection of a modern brick school building for the proper housing and schooling of the children in the eighth district.

The company is to furnish the land and building complete at its own expense, and the plans will call for a modern building and equipment in every respect, including steam heat, auditorium, library and gymnasium. Cooking and domestic science rooms will also be provided.

By the next school term this mill village will probably need accommodations for about three to four hundred scholars, and carrying out the progressive policy of the management of the Clinchfield company nothing will be left undone to make the building and equipment second to none in the State.

Hugh F. Little, assistant treasurer, and County Superintendent Byron Conley were appointed to select the site for the building and grounds and approve plans for the structure.

Victor Records and Books.

As pleasure gives Victor records seem to have taken a place beside books. "What have you read of the new books?", the question of a few years ago in the conversation of every educated person, now has a companion in "What new Victor records have you heard?" Fortunately one can easily keep up-to-date by hearing his choice of the new records at any Victor dealer's. Like good booksellers, the Victor dealers are glad to have one come and "browse" without obligation, knowing that sooner or later the favorites will find a place in the home music library. Ask any Victor dealer to play any music you wish to hear at any time and he will gladly do so.

Memorial to Mrs. E. K. Graham.

A movement has been started by her many friends to erect in Chapel Hill a suitable memorial to Mrs. E. K. Graham. The committee organized for carrying out the plan has decided that a public drinking fountain will most adequately express the public spirit which Mrs. Graham so abundantly manifested in her untiring work for the beautification and improvement of rural communities.

Fuquay Springs voted a school bond issue of \$15,000 the first week in March, making a total of \$20,000 available. The money will be used to erect a modern school building.

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Special courses in Drawing, School Music, School Gardening, Aesthetic Gymnastics, Playgrounds and Recreation, Manual Training, Kindergarten with Observation Classes, Montessori Methods with Observation Work, Library Methods, Scout Masters' Course, Domestic Science, Special School of Art.

Definite courses leading to Professional Elementary Certificates, Primary Grade and Grammar Grade. Also Special High School Certificates and Certificates for Supervisors of Music, Drawing, Manual Training and Agriculture.

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Preliminary announcement in February.

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MEETING OF GUILFORD TEACHERS.

Seventh Grade Examination, County Commencement, and the New Laws Are Discussed.

At the March meeting of the Guilford Teachers' Association, Superintendent Foust discussed with the teachers the seventh grade examination and the county commencement. To make the examination uniform throughout the county uniform questions are to be used and the examination given on the same day, April 21, at eight points in the county, Pomona, Guilford Graded School, Jamestown, Bessemer, Pleasant Garden, Summerfield, Monticello, and Gibsonville, thereby making it easily accessible to all who are eligible. In conducting the examination this way the seventh grade certificate will mean more to the pupil.

The new certification law was discussed. Under this law no examinations will be given except on the second Thursday in April, July and October of each year. All teachers must hold State certificates, only one school in the county, Gibsonville, being exempt. Mr. Foust is hopeful that by standardizing the certificates of the State, thereby making teaching a profession, better work will be accomplished, and when this is done more money will be put into educational work by the counties and by the State.

The Guilford county teachers' retirement fund, or pension bill, was discussed in the meeting. Of course it is optional with the teachers whether they join the retirement fund association. To be eligible to participate in the fund a teacher must have taught twenty-five years in the State, the last ten of which must have been spent in Guilford County.

The grammar grade department discussed opening exercises in round table fashion giving each other the benefit of experience. This department is planning a special program for their next meeting which will be on April 14. They are expecting a talk from some one who knows on the best way to teach recitations and declamations. They are also expecting to learn a song to be taught the seventh grade graduates to sing county commencement day. They may also have some one give a travel talk.

The three departments of the association hold their regular monthly meetings on the second Saturday in

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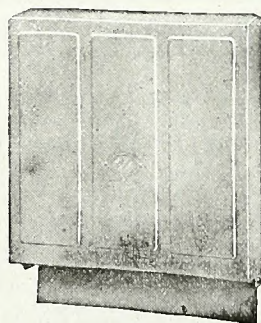
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April. Dr. Lesh meets with the high school teachers, and Miss Bettie Aiken Land, who has done a great deal of institute work, meets with the primary teachers.

New Farm Agents for Harnett and Montgomery.

Two new county agents of the agricultural extension work have been appointed. J. A. Goodwin will be assigned to Montgomery County with headquarters at Troy. Mr. Goodwin is a graduate of Clemson College and comes from the active management of a Georgia farm.

George A. Cole, assigned to Harnett County and working out of Lillington, comes from Arkansas.

A. and M. Changes Name.

North Carolina State College of Agriculture and Engineering is to supplant the name of The North Carolina College of Agriculture and Mechanic Arts. A bill, introduced by Representative L. P. McLendon (an alumnus of the College) of Durham, providing for the change has become a law. It is now hoped to bring the public around to the use of N. C. State for the nickname, so-called, of the College in the place of the present designation A. and M.

The agitation for a change in the name of the College has been persistent for the last eight years. This movement came to life again and grew out of a resolution adopted by the Wake County Alumni Association at its annual meeting last October. This was followed by a canvass for the opinion of the individual alumni by mail, which resulted in a 77 per cent vote for the change as stated. At the meeting of the General Alumni Association held at the College on Thanksgiving the matter was given a thorough discussion, terminating in the endorsement of that body. The Board of Trustees of the College had

the proposal laid before them and voted to recommend the project to the Legislature. The student body then took a vote which was favorable toward the proposed change.

With such strong endorsement the

bill passed both houses of the General Assembly without opposition and is effective henceforth. N. C. State is soon expected to be as common terminology as A. and M. of the past.—State Journal.

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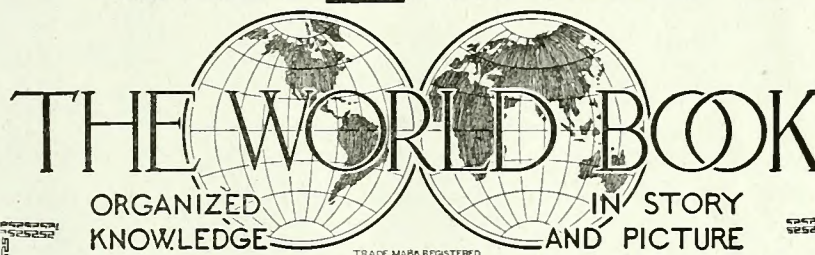
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State Normal and Industrial College

Summer Session June and July, 1917

COLLEGIATE COURSES June 1 to July 27 (Eight Weeks). **TEACHER TRAINING COURSES** June 15 to July 27 (Six Weeks). **HOUSEKEEPERS' COURSES** June 15 to July 27 (Six Weeks). **TEACHERS' INSTITUTE COURSES** July 13 to July 27 (Two Weeks).

The State Normal and Industrial College is maturing plans to give the teachers and other women of the State exceptional advantages during the next Summer Session. The collegiate work will begin June 1st and the teacher training courses will begin June 15th, and the session will close July 27th. Among other interesting features the following may be mentioned:

I. Courses for college entrance:

These courses are intended to meet the needs of those young women who wish to enter college next fall but find themselves deficient in one or two units required for admission.

II. Courses with college credit:

Many of the regular college courses will be offered and when completed in a satisfactory manner will give the students pursuing them college credit.

III. Courses for teachers of the primary grades:

Strong courses in primary methods and such other subjects as will aid the primary teacher will be offered.

IV. Courses for grammar grade teachers:

Abundant provision will be made for teachers of the grammar grades of our schools.

V. Courses for teachers:

The Department of Education and the other departments of the College will offer work especially designed to be helpful to the high school teachers of the State.

VI. Special lectures:

Arrangements have already been made to have a series of lectures by Dr. W. H. Kilpatrick, of Teachers College, Columbia University, on "Education;" by Dr. C. Alphonso Smith, of the University of Virginia, on "English Literature;" by Dr. Frederic L. Paxson, of the University of Wisconsin, on "American History." Several others equally prominent in the educational world will be added to this list.

VII. Teachers' Bureau:

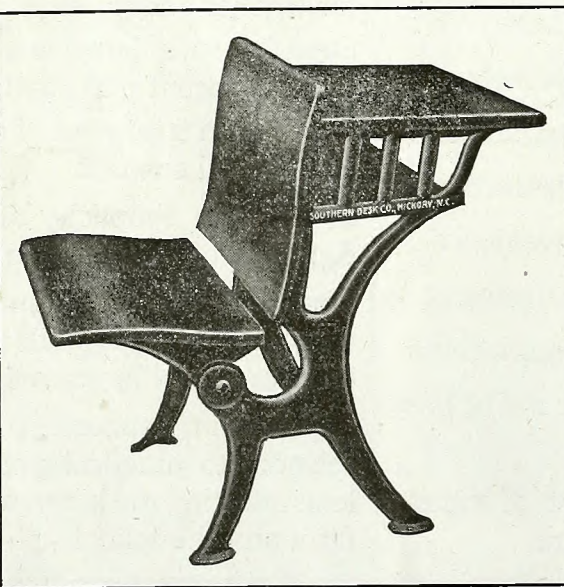
A well organized Teachers' Bureau will be conducted at the College to aid those attending to secure desirable positions.

VIII. Living arrangements:

All students attending the Summer Session may secure board and room in the College dormitories at exceedingly low rates.

A bulletin giving detailed information will be mailed to anyone requesting it.

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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 9.

RALEIGH, N. C., MAY, 1917.

Price: \$1 a Year.

Teachers' Salaries Should be Increased at Once

It would be unfair for the State of North Carolina to expect, it would be cruelty to require, her public school teachers to keep themselves up to their usual standard of effective work at the salaries they are now receiving. Salaries which in all conscience were small enough before have, in the past two years, dwindled to little more than half their former purchasing power. Unless there is an immediate and substantial increase in the pay of our teachers, the fate of neurasthenics may overtake some of them, and the fitness in body and spirit of all for doing the best work will face the imminent menace of serious impairment. If the power of the teacher is impaired, the children, the school, the cause of education, the State, all will likewise be losers. With the greatest earnestness we urge county and city superintendents, boards of education, and boards of commissioners to use their utmost endeavors to provide and put into effect substantially increased salaries for their teachers before another school term opens, even if tax levies, where possible, must be increased in order to do it. And the teachers also, in city, town, and country, should make themselves felt. Unless they move in their own behalf, little reason will they have to complain if others fail to act for them. They should meet at once, discuss their needs, adopt a plan of action, lay their case in the most loyal spirit before the proper authorities, and then keep at work, all for each and each for all, until they have won the adequate compensation which so just a cause entitles them to have.

W. F. M.

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National Education Association

Portland, Oregon, July 7-14, 1917.

Here in the heart of the Great Summer Playground--the Pacific Northwest--the National Education Association will hold its annual convention July 7--14. This convention will be the first to occupy Portland's magnificent new \$600,000 Municipal Auditorium.

Portland, The Charming City

So lavish are nature's gifts that Portland has become known as the most beautiful of American cities. It is The Rose City because of the miles and miles of rose hedges which bloom out of doors much of the year. In July, Portland Roses will be at their best, and twenty million beautiful blossoms will be filling the air with the fragrance of typical Portland hospitality for members of the N.E.A. A number of receptions will be tendered, as well as other social events.

Automobiles---Rose Festival

During the time the convention will be in Portland a THOUSAND automobiles will be at the disposal of delegates and there will be no charge.

A great floral-decorated vehicle parade will be given, every auto or other vehicle being entirely covered with roses. The Portland Hunt Club and the Royal Rosarians will be featured. This parade is the principal attraction of the Annual Rose Festival. It is the most beautiful pageant ever staged anywhere.

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Portland invites every teacher in the Union to come, to bring family and friends, and to make Portland the base for a most enjoyable summer vacation in a land of scenic splendor and climatic joy.

For information and literature write now to

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NORTH CAROLINA EDUCATION

Vol. XI. No. 9.

RALEIGH, N. C., MAY, 1917.

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INSTITUTIONAL SELFISHNESS AND OTHER PERPLEXITIES

By E. C. Brooks.

The institution nearest the hearts of an enlightened people is that one in which the youths are trained. This is true whether it is a denominational school, a quasi-public academy, a privately endowed school, or a tax supported school. But neither type has a monopoly on goodness or efficiency, and neither has a convincing record for absolute fairness in all its practices.

As long as the human mind works chiefly from selfish motives so long will there be jealousy and envy among people. I think more of my family than I think of any other family. I think more of my school than I think of any other school; I think more of my State than I think of any other State. This is natural, because the most of my best thoughts are closely related to the success of the members of my family, my school, my community, and my State. We are by nature provincial which is the equivalent of saying that institutional selfishness is natural.

A great mind, however, feels a kinship to a force greater than that working within the institution or province of which it is a part. Such a mind approaches the universal type and its acts are characterized by unselfishness.

The Principle Applied to History.

In the first half of the nineteenth century every State in the Union was engaged in establishing an elementary school system free to all the children. This was a new venture. Its success threatened to destroy all other elementary schools and to break down class distinctions. It was opposed vigorously by those who were supporting the old school and by those who believed in class distinction. There were, however, enough great minds in the nation that felt the larger kinship to make the venture go and we have today the common school system open free to all the children. It has become the institution of the people who guard it as jealously as the few guarded the old school in the good old days.

In the last half of the nineteenth century every State in the Union was engaged in establishing a secondary school system free to all the children. This, likewise, was a new venture. Its success threatened to destroy the academies which was either a denominational or an aristocratic institution. We do not have to go back many decades to find records of a heated controversy. There were, however, enough great minds in the nation that felt the larger kinship to make the venture go and we have today the public high school free to all who elect to take advantage of their tuition.

Moreover, in this same period, every State in the Union sought to perfect its higher institutions, its colleges and universities. The affections of the people in most States were grouped around the privately endowed or denominational colleges. In

some instances the State instead of establishing other colleges made appropriations to those already in existence. But in the most instances the States' money was used to establish and support new institutions. These acts naturally stirred the constituents of the older institutions. Later when the States decided to establish normal colleges and technological institutions, the constituents of the older State institutions provincially minded as all well established institutions are, opposed the innovations. Thus it has always been a new institution must fight for a place in the sun against the selfishness of the old conservatives. This is true whether the fight is between a denominational and a State institution, or between an old State institution and a new State Institution. The only thing that can keep either one from dying with the dry rot is for it to have among its constituents a few great minds that feel a kinship to a force greater than the working within the institution. All our educational institutions are mere infants in comparison with other social institutions. The form of some may be old but the life is quite young, and universal education is still a dream. The best we can say is we are gradually making the dream come true.

The members of a church or a political party, the constituents of a school, a college, or a university that confine their thoughts and labors within institutional boundary lines will produce for the time institutional solidarity, but at the same time will sow the seeds of bitter selfishness that produce decay and death. Such is the history of all social institutions. So much for history and prophecy!

Now, gentle reader, as the old writers used to begin, look into the higher institutions of North Carolina, take a survey of their constituents, and jot down on your mental tablet the names of those of any institution who have an emotion of pleasure when they receive the intelligence that another institution has been fortunate in receiving aid or in accomplishing something worth while. How many great souls do you find that feel a personal kinship to and part ownership in the act. Place all such in one column and in a parallel column record the names of those who rejoice in the failure and find satisfaction in the reverses that come to a rival institution. This latter state of mind is perhaps excusable among the hired men; but it is not excusable among the leaders. It is neither Christian nor patriotic.

The Texas Example

The Teachers' Association of Texas has set a good example for North Carolina to follow. At the Fort Worth meeting "there was a battle for larger freedom in regulating and conducting our high school work in the State. The aftermath of

that meeting has been beautiful and brotherly," says the Texas School Journal. The result is "an epoch-making agreement in the history of education in Texas." The first section of that agreement gives the character of the organization completed and the third section gives the duty of the committee:

"Section 1. That a committee on inspection, classification and affiliation of high schools in Texas for the purpose of correlating them with the institutions of higher education in the State, is hereby authorized and constituted by this agreement, as follows: A representative each of the State Department of Education, the University of Texas, the Agricultural and Mechanical College, the College of Industrial Arts, one of the group of State normal colleges, one of the group of senior independent colleges which through their boards of control have voted to enter the committee and be bound by its actions, one of the group of junior independent colleges which through their boards of control have voted to enter the committee and be bound by its actions, one district superintendent of schools, one county superintendent of schools, and one principal of a high school. . . .

Section 3. That it shall be the duty of the committee to meet at least once each year at the call of the State Superintendent of Public Instruction, to adopt standards of, and to prescribe rules for, the inspection, classification and affiliation of high schools for the purpose of correlating them with the institutions of higher education in the State, and to establish a basis whereby the largest degree of co-operation may be realized between and among the State's institutions of higher education and other similar institutions, consistent with the performance of their individual functions."

The Need in North Carolina.

North Carolina needs just such a committee as this. The competition among the colleges in recruiting students is growing fiercer every year. The outbreak during the sessions of the General Assembly over the question of scholarship is one evidence of it. One institution knows too little about the aims and purposes and practices of all the other institutions. They seem to be shrouded in mystery and suspicion fostered by institutional jealousy makes co-operation impossible.

Where two or more institutions are seeking patronage within the same area there will undoubtedly be rivalry, and in North Carolina it appears at times that institutions degenerate to the low plane of the auctioneer on the street in order to underbid or overbid, as the case may be, some rival institution. The "scholarship" is the price paid. Shall it be for one year, two years, three years or four years? Should it also carry room-rent, and a loan on easy terms? As a student wrote to the president of a certain institution, "I have been offered a four-year scholarship and room rent by—(naming the institution). What can you offer me to come to——?"

Graduates of preparatory schools are aware of this rivalry and the shrewder ones can drive a bargain that would do credit to a suburban pedler working without a state license. "Scholarship," it seems, must be used to the best advantage, but not always to the best advantage of the most needy. It

seems to be one of the means for recruiting students. How many young men and young women hold "scholarships" who are notorious for their lack of scholarship and for the amount of money they spend annually? It is quite probable that each college in the State has on file a number of letters from prospective students that would be damaging evidence against the practice of all other institutions, and the recruiting stories told on rival recruiting offices remind one of the improbable tales of political scouts before the candidates have been named.

It is quite probable that every institution that has scholarships to "give away" is an offender and the greatest offender seems to be the one that has the greatest number to "give away." The State Board of Education of South Carolina has recommended "the abolition of scholarships as now maintained in State institutions."

The method of awarding these scholarships is wrong. The last step for the State-supported institutions to take is to make tuition free to all, and this step will be taken sooner or later. But in the meantime there should be found in the colleges of the State enough patriotism, enough love of fair play, enough greatness unencumbered by institutional selfishness to create a forceful board with the determination to raise the standard of professional ethics, wrest the reputation of the institutions from the hands of the hucksters, and make a vow to work for humanity through the institutions rather than to buy humanity to work for the institution.

THE JOB AND THE MAN.

In the American Magazine is a article by Herman Schneider, Dean of the School of Engineering of the University of Cincinnati, who has devoted his life to a study of human ability and fitting the right job to the right man. Among other things Dean Schneider says:

"There is a new psychology of work. One of its most inspiring principles is that the man who makes a failure on one job is likely to make a success on the job of an opposite type, assuming, of course, that he fails in the face of real effort. This is the significance of failure: it points the way to an occupation which means success. Failure to a willing man is merely misplacement on his job. Failure at one job is not a calamity; it is an indication. Every failure is a guide-post to success.

"Fortunately some employers are beginning to understand this. When a man fails in one job, they shift him to another of an opposite type. And if the worker is not lazy or dishonest, he usually succeeds. No foreman should be allowed to discharge a man. He should merely report to a central office that the man is not successful on his particular kind of work. In another department he may break records. To fire a man who has failed at one job is poor business. The shifting of failures means the making of successes."

ANTICIPATES THEM.

"My husband is very devoted; he anticipates my every wish."

"So does my husband mine; whenever he thinks I am going to ask him for something he lights out."—Transcript.

SUMMER SCHOOLS CONDUCTED BY CITY SCHOOLS

Within the past few years many cities have organized summer schools for pupils in the elementary and in the high school grades. In order to secure information regarding this type of school a questionnaire was submitted to city superintendents asking for data for the year 1916. The following is a brief summary of the returns:

High Schools.

One hundred and nine cities report summer high schools. In 75 cities the summer session may be attended by all pupils; in the other cities only by those who have failed or who are exceptionally bright.

Table showing number of weeks school was in session (103 reporting).

6 weeks in	53 cities
8 weeks in	24 cities
7 weeks in	8 cities
5 weeks in	8 cities
9 weeks in	4 cities
10 weeks in	3 cities
4 weeks in	2 cities
12 weeks in	1 city

Per cent of those who failed in one or more subjects in regular term and who made up subjects and secured promotion (55 reporting).

Per cent	No. of Cities
91-100	11
81- 90	6
71- 80	14
61- 70	2
51- 60	2
41- 50	8
31- 40	1
21- 30	2
11- 20	1
Less than 11	8

Per cent of those who did not fail in regular term, but who gained a half year by attending summer school.

Per cent	No. of Cities
91-100	3
81- 90	4
71- 80	2
61- 70	1
51- 60	1
41- 50	1
31- 40	0
21- 30	0
11- 20	1
Less than 11	24

In the cities where a tuition fee is charged for attendance upon summer school this fee is usually from \$3 to \$5 a subject. Many cities that do not charge tuition failed to report the cost of maintaining the summer school for high school students.

Elementary Schools.

Two hundred and eleven cities report elementary the other cities the summer sessions usually for all grades from the first to the eighth, inclusive. In the other cities the summer session is usually for children in the intermediate and grammar grades. In 95 cities the summer schools are maintained for any child in the grades admitted to the summer

schools. In the other cities the summer school is usually for those pupils who have failed; in some for both those who have failed and for those who are exceptionally bright.

The following table shows the number of weeks the elementary summer schools were in session (194 reporting).

6 weeks in	114 cities
8 weeks in	37 cities
5 weeks in	15 cities
4 weeks in	12 cities
7 weeks in	7 cities
12 weeks in	6 cities
10 weeks in	2 cities
11 weeks in	1 city

Table showing per cent of pupils who had failed and who made up work and secured a promotion (153 reporting).

Per cent	No. of Cities
91-100	27
81- 90	30
71- 80	25
61- 70	18
51- 60	7
41- 50	12
31- 40	8
21- 30	11
11- 20	9

Per cent of those who had not failed and who gained a half year because of attendance at summer school.

Per cent	No. of Cities
91-100	12
81- 90	9
71- 80	5
61- 70	3
51- 60	1
41- 50	1
31- 40	1
21- 30	5
11- 20	7
Less than 11	25

In 139 of the cities reporting, the elementary summer schools are maintained at public expense. In the others a tuition fee is charged, averaging about \$5 a term of six weeks.—City School Circular, Bureau of Education.

STUDENT LABOR IN DEMAND.

The fellow who waits on the table in college cannot be ignored at this particular time. It's too hard to fill his job should he decide to leave. And the lad who has a good job outside the college is getting such good pay in these days of \$10-a-week office boys and \$50-a-week machine shop men that he generally has more money than the youth whose father is putting him through college.

The University of Pennsylvania conducts a student employment bureau, to get jobs for students who are earning their education as they learn. This bureau now has more jobs to give away than there are students who will take them. The employer who thinks he is going to get a student to work for him at starvation wages is mistaken. That sort of thing isn't done any more.—Raleigh News & Observer.

HOW TO BECOME A CANNING CLUB GIRL--LIST OF COUNTY HOME DEMONSTRATORS

Mrs. Jane McKimmon in *Progressive Farmer*.

So many girls from all over the State have written to me saying they would like to belong to the canning clubs that I am writing this explanation of how and where we organize the clubs and why it is not possible always to enroll the girl who wishes to become a member.

The organization of the canning clubs is different from that of the Boys' Corn Club in that girls while canning needs assistant supervision. Our office must see that each club or group of clubs has a woman to teach canning and to see that every girl follows instructions and keeps her canned goods strictly up to standard. To get this teacher of course, takes money, and our plan, briefly, is this:

Where a county wishes the work it goes to its Board of Education or County Commissioners and asks for an appropriation of \$600. This, our office tries to duplicate and we are thus able to pay the salary of a county agent and her assistants.

Our appropriations is limited and we can take in only a limited number of counties; but we are increasing the number every year and hope the appropriations will increase accordingly. Last year we organized 44 counties; this year we have 47.

Not only are we limited as to counties, but as to clubs in a county; and though you may be living in an organized county, yet you may be so far away from any club that it would be impossible for you to meet with it to learn canning methods. This also we are trying to remedy and hope eventually to spread the work all over the county.

If you wish your county to have the work next year begin right now to see what can be done towards getting your County Boards interested. The county organized in the early fall stands a much better chance for smoothly-running spring work. Agents may be chosen, instructions given, girls enrolled, and the soil turned over and sowed in cover crop.

Girls, we hope to have every one of you with us. We wish to see you save the surplus and learn scientific methods of canning, and we are also desirous of pointing to you a way of earning money for yourselves. But we need your co-operation in interesting your county, and we are asking you to be patient until that interest can be secured.

LIST OF COUNTY HOME DEMONSTRATION AGENTS IN NORTH CAROLINA.

Alamance, Miss Myrtle Ezelle, Graham.
Anson, Mrs. Rosalind Redfearn, Wadesboro.
Beaufort, Miss Emily Guilford, Washington.
Bertie, Mrs. W. F. Earley, Aulander.
Buncombe, Miss Allie M. Rymer, Route 2, Eadge Hill, Asheville.
Catawba, Miss Mary J. Rowe, Newton.
Cherokee, Miss Lennie Hatehett, Route 2, Murphy.
Chowan (to be appointed).
Cleveland, Miss Susan O. Elliott, Lattimore.
Cumberland, Miss Elizabeth Gainey, Route 7, Fayetteville.

Davidson, Miss Eunice E. Penny, Lexington.
Durham, Miss Helen K. Simmons, Durham.
Edgecombe, Miss Effie L. Vines, Tarboro.
Forsyth, Miss Lizzie J. Roddick, Winston-Salem.
Franklin, Miss Pauline Smith, Louisburg.
Gaston, Mrs. M. P. Shetley, Bessemer City.
Granville, Mrs. A. L. Capehart, Oxford.
Guilford, Miss Ola Stephenson, Greensboro.
Halifax, Mrs. Cornelia C. Morris, Roanoke Rapids.
Iredell, Miss H. Celeste Henkel, Statesville.
Johnston, Miss Nell Pickens, Smithfield.
Lee, Miss Gertrude V. Little, Sanford.
Lenoir, Miss M. Adna Edwards, Kinston.
Lincoln, Mrs. Florence R. Winn, Lineolnton.
Macon (to be appointed).
Madison, Miss Ursula Shelton, Marshall.
Mecklenburg, Miss Annie Lee Rankin, Churehill Apartments, Charlotte.
Montgomery, Mrs. Otelia Harris, Sluphur Springs.
Moore, Miss Graee A. Bradford, Carthage.
Northampton, Mrs. David H. Brown, George.
Orange, Miss Lulu M. Cassidey, Hillsboro.
Pasquotank, Miss Mareie P. Albertson, Elizabeth City.
Perquimans, Miss Helen W. Gaither, Hertford.
Person, Miss Mary E. Spurgeon, Roxboro.
Richmond, Mrs. John Sandy Covington, Roekingham.
Robeson, Miss Nena Rhyne, Philadelphus High School, Red Springs.
Sampson, Mrs. W. B. Lamb, Ingold.
Surry, Miss Margaret McLueas, Mt. Airy.
Swain, Mrs. H. F. Latshaw, Almond.
Union, Mrs. B. H. Griffin, Marshville.
Vance, Mrs. J. K. Plummer, Middleburg.
Wake, Mrs. C. P. Blalock, Raleigh, N. C.
Wayne, Mrs. Estelle T. Smith, Goldsboro.
Wilkes, Mrs. Blanche Miller, North Wilkesboro.
Wilson, Miss Willie L. White, Wilson.
State Agent—Mrs. Jane S. McKimmon, Raleigh.
Assistant—Miss Minnie L. Jamison, Raleigh.
Assistant—Miss Graee E. Schaeffer, Raleigh.

BOOST YOUR COMMUNITY.

"Boost your neighbor, boost your friend;
Boost the church that you attend;
Boost the farm on which you're dwelling;
Boost the goods that you are selling;
Boost the people around about you;
They can get along without you;
But success will quicker find them,
If they know you are behind them;
Boost for every forward movement
Boost for every new improvement;
Boost the stranger and the neighbor;
Boost the man for whom you labor;
Cease to be a chronic knocker;
Cease to be a progress-blocker;
If you'd make your township better,
Boost it to the final letter.
Stop your knocking! Boost!"

Adapted by the *Progressive Farmer*.

STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

The Board of Examiners and Institute Conductors created by the last General Assembly is composed of the following members:

Dr. J. Y. Joyner, State Superintendent of Public Instruction, ex-officio Chairman.

Mr. E. E. Sams, State Supervisor of Institutes and Reading Circle, ex-officio Secretary.

Prof. J. Henry Highsmith, of Durham County, professor of education at Wake Forest College, for a term of four years.

Prof. A. T. Allen, Alexander County, superintendent of Salisbury city schools, for a term of two years.

Prof. D. F. Giles, McDowell County, superintendent of Wake County schools, for a term of two years.

Mrs. T. Edgar Johnson, Rowan County, primary supervisor Salisbury, for a term of four years.

Miss Hattie Parrott, of Lenoir County, assistant superintendent of Lenoir County schools, for a term of four years.

Mis Susie Fulghum, of Wayne County, teacher in city schools of Goldsboro, for a term of two years.

The members of the board with the exception of the ex-officio members, were appointed by Governor Bickett in April. The salaries of the appointees were fixed in a conference by the governor and the executive committee of the Teachers' Assembly as follows: \$2,500 yearly for the men and \$2,000 for the women, with \$500 allowed each for traveling expenses. Their duties begin officially June 1.

The Duties of the Board.

The responsibilities resting upon this board are very great indeed since the entire method of certifying teachers has been changed and the duty of inaugurating the new system has been placed in their hands. The duties stated briefly are as follows:

1. Said Board of Examiners and Institute Conductors shall have entire control of examining, accrediting without examination, and certifying all applicants for the position of teacher, principal, supervisor, superintendent, and assistant superintendent in all public elementary and secondary schools of North Carolina, urban and rural. (Sec. 2 of the law.)

2. It shall have general direction and supervision of the work of all teachers' associations and reading circles and of such work as may be deemed necessary for professional training and home study for teachers. (Sec. 7.)

3. The six members of the board designated as Institute Conductors, shall conduct, biennially in each county in North Carolina a county teachers' institute for not less than two weeks for the public school teachers of said county, at such time and place therein as may be designated by said board, having due regard in fixing the time and place to the convenience of the teachers and the recommendations of the county board of education and county superintendent. (Sec. 8.)

4. Said State Board of Examiners and Institute Conductors may subdivide and shall define in detail the different classes of first grade certificates, determine the time of their duration and validity, prescribe the standards of scholarship for same, and the rules and regulations for the examination for them and for their issuance, and their renewal of extension. (Sec. 9.)

The Qualification of the Members of the Board.

Governor Bickett took unusual pains to select a board that would measure up to its responsibilities. For nearly two months he counseled with the teachers, interviewed prospective appointees and weighed recommendations. He said that he was

seeking men and women of the broadest sympathies, recognized successful experience and training, as well as scholarship. His appointees are the product of care and judgement. He could not have selected a better board. The three men represent the three greatest divisions of the educational work of the State, the departments of education in the colleges, the superintendents of city schools and the superintendents of county schools. The three women represent the supervisor of the primary departments of city schools, and the teachers of the city schools. Their achievements stated briefly are as follows:

Prof. J. H. Highsmith, of Durham County, A. B. and A. M. of Trinity College; graduate scholar Teachers' College, Columbia University; principal of Durham grammar school for three years; professor of philosophy and Bible Meredith College; professor of education and philosophy at Wake Forest College; successful conductor of county teachers' institutes and teacher in summer schools for teachers.

A. T. Allen, of Alexander County, A. B. of the University of North Carolina, 1897; teacher and principal in Charlotte and Statesville public schools; superintendent of public schools at Graham and Salisbury; several years' successful experience as conductor of county teachers' institutes and teacher in summer schools for teachers; ex-president of the State Association of City Superintendents; present president of the North Carolina Teachers' Assembly; secretary of the Sub-Textbook Commission of 1916.

D. F. Giles, of McDowell County; student of the University of North Carolina and Trinity College; county superintendent of McDowell County; superintendent of Marion graded schools; several years' experience as teacher of rural schools; present county superintendent of Wake County; member of the Senate of North Carolina in 1915, chairman of the committee on education; successful conductor of county teachers' institutes and teacher in summer schools for teachers.

Mrs. T. Edgar Johnson, of Rowan County; graduate of Seminary of Mount Pleasant; teacher and primary supervisor of Salisbury schools for about fifteen years; student at Columbia University Teachers' College; teacher in the summer school for the South and of the University of North Carolina Summer School; president of the State Primary Teachers' Association.

Miss Hattie Parrott, of Lenoir County; alumna of the State Normal and Industrial College; student of Teachers' College, Columbia University; successful teacher in county teachers' institutes and in summer schools for teachers at the University of North Carolina; successful rural school teacher; primary supervisor Kinston graded school; present assistant county superintendent and rural school supervisor of the public schools of Lenoir County; ex-president of State Primary Teachers' Association; member Sub-Textbook Commission, 1916.

Miss Susie Fulghum, of Wayne County; primary teacher in the public schools of High Point and Chapel Hill; primary supervisor of the Elizabeth City schools; primary teacher for the past eight years in the Goldsboro public schools; successful teacher in county teachers' institutes and teacher in the university summer school for teachers; student of Teachers' College, Columbia University.

Are you guilty of "had of known," "had ought," "couldn't hardly"? Are your pupils using these faulty expressions? Grease the squeaks.—Moderator Topics.

SMITH-HUGHES VOCATIONAL EDUCATION ACT

This act provides that Federal Grants shall be made for the purpose of co-operating with the States in the promotion of vocational education. It goes into effect July 1st, 1917.

One-half of the cost of the salaries of teachers of trade and home economics subjects and of teachers, supervisors, and directors of agricultural subjects is paid by the Federal Government, up to the limit set for the government appropriations, and one-half by the State or local community. The State or the local community or both must meet all the other expenses of the school, including site, plant, equipment and operating expenses, together with the salaries of teachers of academic subjects.

Where the allotment to the State is not sufficient in any given year to pay one-half the salary of teachers of vocational subjects, the State Board may distribute the federal moneys pro rata among the schools.

One-half the total cost of the preparation of vocational teachers is paid by the Federal Government and one-half by the State or local community or both. That is, for every dollar paid from Federal funds for the training of teachers of vocational subjects, the State or local community or both must spend at least an equal amount.

Summary of Grants to be Given to the States.

YEAR	A. Toward Salaries for agricultural teachers	B. Toward Salaries for trade, industrial and home economics teachers	C. For Train- ing of teachers for voca- tional work	D. Federal Board of Vocational Education for admin- istration, investiga- tion, etc.	Total for each year
1917-18	\$ 500,000	\$ 500,000	\$ 500,000	\$ 200,000	\$ 1,700,000
1918-19	750,000	750,000	700,000	200,000	2,400,000
1919-20	1,000,000	1,000,000	900,000	200,000	3,100,000
1920-21	1,250,000	1,250,000	1,000,000	200,000	3,700,000
1921-22	1,500,000	1,500,000	1,000,000	200,000	4,200,000
1922-23	1,750,000	1,750,000	1,000,000	200,000	4,700,000
1923-24	2,000,000	2,000,000	1,000,000	200,000	5,200,000
1924-25	2,500,000	2,500,000	1,000,000	200,000	6,200,000
1925-26	3,000,000	3,000,000	1,000,000	200,000	7,200,000

For the salaries of agricultural teachers, the sum allotted to each State will be in the proportion which its rural population bears to the total rural population of the United States, according to the last preceding United States Census.

For the salaries of teachers of home economics, trade and trade and industrial teachers, the sum allotted to each State will be in the proportion which its urban population bears to the total urban population of the United States, according to the last preceding United States Census.

For the training of teachers for vocational work, the sum allotted to each State will be in the proportion which its total population bears to the total population of the United States, according to the last preceding United States Census.

For What purposes may the Federal Funds be Used?

They may be used for the payment of salaries of teachers, supervisors, and directors of agricultural subjects and of teachers of home economics, trade and industrial subjects. The bill provides: "That not more than twenty per centum of the money appropriated under this act for the payment of salaries of teachers of trade, home economics, and in-

dustrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects."

They may be used for the training of teachers of agricultural, trade and industrial, and home economics subjects; and for Federal studies, investigations and reports to aid the States in the establishment of vocational schools and classes.

No federal money may be used for equipment and maintenance of buildings. The cost of plant, equipment, and their maintenance must be borne entirely by the State or local community or both.

The cost of instruction supplementary to vocational instruction and necessary to build a well-rounded course of training must be borne by the State or local community or both.

After June 30, 1920, no State shall receive aid for the salaries of vocational teachers until it shall have taken advantage of at least the minimum amount appropriated for the training of vocational teachers. Therefore, the training of teachers should begin as soon as possible.

For each dollar of the Federal Grant, the State must expend at least an equal amount for approved instruction in agricultural, trade, industrial and home economics subjects or in approved training of teachers of such subjects, according to standards established by the Vocational Education Law and by the National and State Boards in co-operation.

How May the Federal Grant be Distributed?

Of the total fund expended in any State for the salaries of teachers of trade and industrial and home home economics subjects, at least one third (33 1-3%) must be applied to part-time schools or classes in the State.

Of the total fund expended in any State for the salaries of teachers of trade and industrial and home economics subjects, not more than twenty per cent. (20%) may be applied to the salaries of teachers of home economics subjects in the State.

Of the total fund expended in any State for the training of vocational teachers, not more than sixty per cent (20%) may be expended in the State in any one year upon any one of the following groups:

1. Teachers of Trade and Industrial subjects.
2. Teachers, supervisors, and directors of Agricultural subjects.
3. Teachers of Home Economics subjects.

What Must be the Nature of Schools Which Receive the Federal Money?

Schools, departments and classes giving training in the vocational subjects aided under this bill must be supported and controlled by the public. The instruction given in these schools, departments or classes must be less than college grade.

They should be designed to prepare persons over 14 years of age for useful or profitable employment in agriculture, in the trades and industries and in home economics.

This does not apply to the training of teachers which may be done in any institutions approved by the State Board of Education and publicly controlled.

All-day schools in which half of the time must be given to actual practice of a vocation on a useful or productive basis are entitled to the Federal

Grant. The instruction in trade and industrial and home economics schools must extend over not less than nine months a year and not less than thirty hours per week.

Agricultural schools shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farms, for at least six months per year.

At least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment.

The instruction for workers over 14 and under 18 years of age may include any subject which increases the civic or vocational intelligence of such pupils. The class-room instruction must extend over at least 144 hours a year. This 18-year limit does not apply to any schools except those giving continuation and part-time courses.

What Standards Must Be Met to Receive the Federal Aid.

The teachers, supervisors, and directors must have the minimum qualifications set up by the State Board with the approval of the Federal Board.

The plant and equipment must meet the minimum requirements set up by the State Board with the approval of the Federal Board.

The efficiency of instruction must meet the minimum standards set up by the State Board with the approval of the Federal Board.

The training shall be given only to persons who have had vocational experience in or contact with the line of work which they are preparing to teach, or who are acquiring such experience or contact as part of their training.

The minimum requirements for such prerequisite experience or contact must be set up by the State Board with the approval of the Federal Board.

The training of teachers must be carried on under the supervision of the State Board.

The Organization of a State Department of Vocational Education.

The State Board of Control: The State Legislature may either create a State Board of Control or designate the State Board of Education, or other board having charge of the administration of public education in the State. Or any State Board having charge of the administration of any kind of vocational education in the State, may, if the State so elect, be designated as the State Board, for the purpose of this act.

The County Board of Control may be the local School Board, or School Committee, or any local board whatever its title, which has charge of the regular education in the schools of the community. Or it may be a special board appointed for this purpose, provided the Legislature of the State authorizes a special board to expend the local moneys raised by taxation for this purpose.

The Chief Executive for the Local Community may be the Superintendent of Schools or it could be a Special Superintendent or director designated or authorized by law.

The State Board may modify, with the approval of the Federal Board the requirements as to length

of course and hours of instruction for pupils who have not yet entered upon employment, in order to meet the needs of cities and towns of less than twenty-five thousand population.

In order to comply with the provisions of this act the General Assembly created a State Board of Vocational Education composed of the Superintendent of Public Instruction, the President of the State College of Agriculture and Engineering, and the Director of the Agricultural Extension Service of the State.

North Carolina's Part of the Smith-Hughes Fund.

The total amount of the Federal appropriation due North Carolina from the Smith-Hughes Vocational Act is as follows:

1919	-----	\$ 36,150
1919	-----	51,000
1920	-----	67,400
1921	-----	81,250
1922	-----	82,700
1923	-----	104,150
1924	-----	115,600
1925	-----	138,500
1926	-----	161,400
1927	-----	161,400

HABITS AND GERMS.

That habits, bad habits of course, cause more deaths than germs is the statement made recently by the State Board of Health in its latest bulletin. A study of the causes of death in a number of States, says the bulletin, has shown that about 50 per cent of all deaths are due to diseases caused by bad habits, that about 40 per cent are due to infection of germs, and that the remaining 10 per cent are due to miscellaneous causes, accidents, old age, etc. As to old age, however, the only respectable disease of which a man can die, according to Dr. Harvey W. Wiley, it was found that only 2 per cent died of this disease or rather meet a respectable death.

Probably the most important disease and the faulty living habits causing them are diseases of the kidneys, heart and blood vessels due to excessive eating and drinking, particularly the eating of meat, constipation, the abuse of tobacco, and the lack of exercise; diseases of the nervous system due largely to the habit of worrying, nagging, poor sleeping and probably the drug habit; then there are the diseases of the digestive system which are due largely to faulty personal hygiene, perhaps a wrong diet, irregular habits, constipation and lack of fresh air and exercise as well as rest and recreation.

While the breaking of old habits and the making of new ones, suggests the bulletin, is the only logical remedy for this condition, there must be created a more general regard for the health effects of proper personal hygiene. Health is largely a personal matter. It is coming to rest more and more with the individual as to whether he lives a long life and healthy one or a short life and a sickly one. Not heredity, climate or economic conditions, but the cultivation of proper living habits and an appreciation of good health will determine the state of health one may enjoy.

A TENTATIVE COURSE OF STUDY

The first article of this series appeared in the April number. We are very anxious to secure criticisms of this tentative course.

II

SECOND GRADE.

Reading.

Reading must not become a rote or mechanical exercise. Each lesson aims to put the class into the atmosphere of the selection to be read and to develop the thought power of pupils so that they may understand and assimilate what they read. Sufficient preparation must be given before the children are asked to read orally. This will prevent halting, and careless, jerky reading. The study of new and difficult words singly, and in phrases, is a part of each lesson. Drill is shorter and more pointed than in the preceding grade, and teachers give more attention to training for speed in reading.

Good expression is a constant aim, depending upon clear enunciation, correct pronunciation, and intelligent interpretation of the text. Stumbling and halting delivery is not to be accepted. In this feature of the work, the dramatization of stories and poems gives effective aid to the development of correct expression and serves to eliminate the lifeless utterance of words.

Phonetics—The teacher must bear in mind that the aim of phonic teaching is twofold, viz:

- a—To teach children to recognize new words.
- b—To teach spelling.

Review the required work of the first grade, comprising sounds of consonants, short and long vowels and equivalents, simple phonograms, and simple phonic laws for long and short vowels.

Drill on consonants and phonograms from chart and new words in readers. Increase the child's vocabulary through repetition of sight words and through building phonetic words.

There must be frequent drills in enunciation and pronunciation. For these drills the words most commonly mispronounced are to be used, such as catch, get, burst, just, once, eleven, asked, been, every and others. Children should be trained to discover pronunciation of words by themselves:

- a—By means of syllabication and sounds.
- b—By meaning or use in a sentence.

Teach—ou, ou (ought), au, oi, or, or (word), ur, ie, o (roll), o (love), u (enough), u (oo), ei (a), ei (i), ean (o), ea (a), (ti, si, ci, followed by ous), sh (ti, si, ci, followed by on).

Requirements for Promotion to Third Grade: Satisfactory completion of the Basal Reader and of at least six additional readers. At the end of the second year, children should read with ease, distinctness, clear enunciation, good expression, natural and pleasing tone of voice from any of the required books, showing by the reading reasonable apprehension of the thought. They should be able to use phonetics with skill in discovering new words.

Readers for Second Year: Basal:—Aldine Second Reader.

Additional Readers:—Riverside II, Free and Treadwell II, That's Why Stories, Big People and Little People, Grimm's Fairy Tales, Fifty Famous Stories.

Supplementary:—Progressive Road to Reading II, Story Hour II, Elson II, Graded Classics-II, Art-Literature-II, Holton & Curry-II, Eskimo Stories (Smith), Early Cave Men (Dopp), Stevenson's Children's Classics in Dramatic Form, Stories of the Red Children—Brooks.

Spelling.

The spelling of words, the pronunciation, meaning and use of which are not understood has little value; conse-

quently more time is given to teaching spelling in the second grade than in testing.

Text-Book—The Aldine Speller—Book One. Second Year's Work—Part II—Completed.

The word of the first year is reviewed. Sight and phonetic words growing out of language and reading which children need for daily use in written work are added to the list of words taught.

There should be three distinct features in the spelling exercises:

1. The period of assignment or study with teacher.
2. The period of independent study, either in the school or at home. Occasionally these two periods may be combined.
3. The period of testing.

In the assignment of list of words to be studied, call attention to difficult points in certain words, leading pupils to find out the difficulties themselves as soon as possible. Train them to discriminate between the easy and difficult words, and to concentrate on the latter. Keep a record of all misspelled words with name of child who missed each word. Drill on these words until pupils know them.

1. Have much of the written work on blackboard.
2. Pupils should write short sentences from dictation, containing words studied.
3. During second half of the year, children should write independent sentences suggested by the lesson. They also use words in a simple story.
4. Children should be held responsible for all words taught. Give weekly and monthly reviews.
5. Have pupils keep a tablet in which to record words missed, arranging in alphabetical order not only words in spelling book, but words misspelled in all written work.

Language.

As outlined in the first year's course, oral expression continues to be emphasized. Facility and skill in use of language are the result not of formal lessons on words and sentences, but of knowledge in the mind which incites to expression. The connection between oral reading and the language lessons should be as close as possible. The purpose of the year's work is—

To develop the ability to think to a definite end and to express thought in reasonably correct language.

The teacher sets the ideals of correct expression through her own use of English, through correction of the child's errors, and through literature, which aids so largely in lifting language above the colloquial level.

I—Oral Language Work.

Original Expression:

1. Conversation Exercises.
2. Observation Lessons and Reports.
3. Story-Telling.
 - a—Reproduction.
 - b—Creations of Fancy.

4. Small beginning in Oral Narration of real experiences, descriptions and simple exposition.

Imitative Expression:

1. Memorizing work.
2. Dramatization.
3. Language Games.

II—Written Language Work.

Original Expression:

1. Simple sentence work.
2. Small written compositions.
 - a—Simple letter form (class work).
 - b—Compositions involving narration, description and simple exposition.

Imitative Expression:

1. Copying Work.
2. Dictation Exercises.

III—General Work.

1. Vocabulary work.
2. Technical matters.
3. Desk work.
 - a—Word Cards.
 - b—Letter Cards.

The conversational lessons embrace the personal experiences of the children, much of the work in nature study, literature, including biography and history and picture study.

Stories for reproduction and dramatization are told or read by the teacher, or read silently by the pupils. These stories include fables, fairy tales and legends, stories of children and of animals, stories of great and good men and women, and of special days. Frequently stories are used to inculcate a spirit of obedience, truthfulness, unselfishness, honesty; kindness to one another, to brothers, sisters, class-mates and to animals; the care of public property, etc. Teach the Golden Rule.

Special attention must be given to training the pupils to correct forms of expression. Much of this may be accomplished through language games. Teach correct use of I, me; he, him; she, her; they, them; is, are; was, were; has, have; saw, seen; did, done; went, gone; this, that; these, those. Try to prevent the use of the word ain't, ain't got, it is me, it is him (her them), and them (for these, those), etc.

Requirements for Promotion Are.

That the children show material gain in the correct use of the above forms. They should have fixed correct habits in the use of the capital, period, question mark, and in simple written work, which should show careful margins, correct spacing, and indentation of first line.

The children should show reasonable proficiency in written work and increased facility and ease in oral work. They must be able to recite five poems in a natural way and tell five stories presented during the year.

Suggested List of Stories.

Some stories are chosen for oral reproduction and dramatization, some for the lessons that they teach, some for pure delight. The following are suggested: Golden Rod and Aster; The Anxious Leaf; King Midas; The Farmer and the Lark; The Crane Express; The Discontented Pine Tree; St. Christopher and the Christ Child; Piccola; The Pied Piper; Dick Whittington and His Cat; How Cedric Became a Knight; The Bird's Christmas; Hans and the Four Big Giants; Why the Robin's Breast is Red; Why the Woodpecker's Head is Red; Beauty and the beast; Moon Stories; Sleeping Beauty; How Fire Came to Men; Why the Morning Glory Climbs; King Solomon and the Ants; the Ugly Duckling; Epaminondas; Clytie.

Fables: The Wolf and the Fox; The Fox in the Well; The Boy and the Wolf; The Dog in the Manger; The Golden Goose; The Boy and the Frogs; The Ant and the Grasshoppers; The Hare and Tortoise; The Wind and the Sun; The Lion and the Mouse; The Fox and the Crab; The Fox and the Cat.

Bible Stories: Elijah Fed by Ravens; David, the Shepherd King; Story of Samuel; The Boy in the Temple; The Shepherds at Bethlehem; The Prodigal Son; The Story of David; The Easter Story.

Selections for Memorizing: America (two stanzas; the Wind—Stevenson; The Brown Thrush; Daisies—Sherman; Autumn Fires—Stevenson; Hiawatha's Friends—Longfellow; Why do Bells for Christmas Ring—Field; Bed in Summer—Stevenson; Seven Times One—Inglow.

Arithmetic.

The knowledge of arithmetic gained in the first grade is extended and the method of presentation continued. The child should feel that the mathematical processes have been devised to meet a need, consequently a large proportion of the oral work is in problem form, which grows out of every-day experiences. Handwork, nature study, drawing and games furnish much available material. The work should be of such a nature that it teaches the pupil to observe, to think, to discriminate, and thereby helps him to estimate—to judge, test and verify.

Games, such as bean-bag, working a given number of oral problems, writing numbers on board, are utilized to lessen the tedium of drill. The work includes counting, grouping, measuring and reading and writing numbers, also units of measurement needed in various kinds of hand-work, etc.

In teaching the forty-five addition and subtraction facts, most of the work should be given under the supervision of the teacher in order to prevent the formation of the habit of counting on fingers.

Large charts containing the addition and subtraction facts arranged in several vertical and horizontal columns should be used for quick and rapid drills. Make use of both play and competitive instinct to vary the drill.

Children should be taught:

To make change within one dollar.

To recognize related units of measure, such as inch, foot, minute, hour, day, week; pint, quart; cent, nickle, dime, quarter, half-dollar, dollar.

At the end of the second school year, the children should know the forty-five number combinations in addition and subtraction; simple addition of numbers of one figure; of two figures, carrying; simple addition, without borrowing; how to write numbers to 999.

History and Civics.

The attempt will be made to help children to understand the activities around them through type occupations, emphasizing food, clothing and shelter, with which they are familiar. Modes of living among people of primitive conditions, and facts about children of other lands will be used for contrast and comparison with the home environment.

The aim in teaching civics is to impress caution, safety, self-protection, self-control, the necessity and value of rules and laws for the protection of person and property.

Community Life—Farm life in its relation to city life; markets, activities in neighborhood; carpenter, grocer, miller, baker, fireman, motorman, soldiers, etc. Means of transportation.

Primitive Life—Indian life, appearance of our country when inhabited only by the Indians, comparison of homes. Eskimo life, appearance of Arctic land compared with our country in winter, comparison of homes.

Children of Other Lands—Pilgrim, Dutch, Japanese, English. "Big People and Little People" used as a basis for this work.

National Holidays: Thanksgiving; Pilgrims; Christmas; Birthdays: Washington, Longfellow; St. Valentine's Day; Easter; Flag Day; Memorial Day.

Reference Books for Teachers: Hiawatha Primer—Holbrook; Indian Children—Husted; Big People and Little People—Shaw; Five Little Strangers; Schwartz; Children of the Cold—Schwatka; The Snow Baby—Peary; How We are Fed—Chamberlain.

Nature.

Septemember—Names of months, seasons in which the months come, the season preceding reviewed. Conservation lessons on fall flowers and fruits to be given as material is brought in—purple and white asters, comos; pear, grapes. Teach cardinal points. Rec-

ognition of birds common to locality. Review weather signals.

October—Observe signs of fall as shown by the weather, length of days, colors of flowers, colors of leaves, and falling of leaves. One tree chosen for class observation and study throughout the year—the maple or oak. Collect cocoons and keep for spring. Seeds and their distribution. Fall gardener.

November—Preparation for winter—nature, man, animals. Migration of birds. Winter vegetables—pumpkin. Collect seeds. Turkey. Cranberry.

December—General characteristics of winter months—frost, ice, snow, etc. Continue observation of chosen tree. Study of camel, sheep, donkey. Care of our pets—dog. Evergreen trees—pine.

January—New Year and what it brings—time, seasons, months, etc. The moon, stars, clouds, rain. Tropical fruits—orange or banana. The rabbit.

February—Nature's changes—observe ground, trees, shrubs. Note growth of bulbs and swelling of buds on twigs in school room.

March—General characteristics of spring, months; observe chosen tree. Home gardens—soil, kinds, preparation, etc. Return of birds. Names of birds known—robin pigeon. Wind—use, power and direction.

April—The farm, the work on the farm as related to all life, spring flowers—study violet, bluet, hepaticas, tulip. Moths and butterflies.

May—Air—pure and impure. Sun—position and heat. Effect of heat and light on plant life. Reports from gardens.

Keep daily weather records, either on blackboard or large sheets of cardboard, with a picture of the day.

Encourage children to make a collection of pictures of pets, birds, domesticated animals, animals of hot and cold lands.

Much of the work may be given incidentally, but not accidentally, throughout the day whenever opportunity offers. The formal lessons should be spontaneous, generating interest in observations of common nature objects and phenomena.

Art.

Aim—The aim in the second year is the same as that in the first.

Object Drawing and Illustration—Still using the flat appearance of objects, review the forms learned in the first grade. Study and draw the other familiar forms

as animals, birds, people, plants, constructed forms and landscapes. When studying a new object arrange a sequence of lessons so that the form, color and relative propositions may be learned by the use of different mediums—by tracing from patterns, cutting, free-hand shapes, drawing directly from the object and drawing from memory. Make large well placed drawings upon blackboard or paper.

Construction and Design—Construct familiar forms developed from paper squares, oblongs and circles; folded, cut and pasted. Review the meaning of square; circle, oblong, edge, corner, vertical and horizontal. Teach oblique and parallel lines and distinguish between straight and curved lines. Learn to measure familiar objects with rules showing only inch divisions. Learn to draw lines each passing through two guide lines, striving for equality of height and erectness of form. Construct and decorate gifts, greeting cards and invitations with units of design, combined to form borders and surface decorations of harmonious colors. Make posters of cut letters and figures.

Color—See color for first year; review six spectrum colors. Distinguish between light and dark colors, and drill in matching colors.

<i>Months</i>	<i>Centers of Interest</i>	<i>Subjects Correlated</i>	<i>Emphasis or Aim</i>
SEPT.—Vacation or home and school occupations		Language, nature study and civics	Object drawing and illustration
OCT.—Nature (the season) or story of a useful invention		Nature study, language and history	Color study and illustration
NOV.—Thanksgiving		History and arithmetic	Object drawing Illustration
DEC.—Christmas		History and arithmetic	Construction Construction Design Object drawing Illustration
JAN. — Christmas toys and games and story of primitive life, Esquimo-Indian)		Language and History	Object drawing Illustration
FEB. — Story of primitive life (Esquimo or Indian) Historic Days		Language and History	Object drawing Illustration
MARCH—Story of primitive life Esquimo or Indian or story of a useful invention		Language and History	Object drawing Illustration
APRIL—The season or nature drawings		Nature study Civics	Object drawing Color study
MAY—Season or nature drawings and history days		Nature study and history	Object drawing Color study Illustration

SUPERVISION OF THE SCHOOL PLAT AS A PART OF EQUIPMENT IN SECONDARY AGRICULTURAL EDUCATION

By T. E. Browne, Supervisor of Secondary Agricultural Education, Raleigh, N. C.

Agricultural instruction in secondary schools is of such recent origin, and there is so little accurate data to the same, that I am quite sure none of us are ready to take a dogmatic position in regard to the extent to which agriculture should be taught in the secondary school, or as to just what are the best methods of accomplishing the desired end. However, there is one thing concerning which practically all students of rural life are agreed: namely, that agriculture should have a place in the curriculum of every secondary rural school.

We are all pretty well agreed that land for varification and demonstration purposes is absolutely essential to the successful teaching of the science of agriculture. As to the location of the land, whether at the school or upon the farms of the community, and as to the size of the plat, there are many opinions. In the State of New York, according to Mr. George A. Works, the school farm has not proven a success, and they are accepting the home

project as the best solution. In Michigan we find little attention being paid to the school farm, and in Indiana Mr. Smith, Supervisor of Agricultural Education, for the Department of Education, places emphasis upon the home project plan. Probably in no other State has this plan been so effectively demonstrated as in Massachusetts.

In my opinion, there is a place for both the school plat or school farm and the home project work upon the farms of the community. In either case the success of the practical work is dependent upon the continuous detailed supervision of some capable, interested person.

The North Carolina Type.

In North Carolina the Farm Life School is the type of school with which we are endeavoring to solve the problem of agricultural instruction in the secondary schools, and these schools are yet in an experimental stage. We have nineteen such schools

already in operation, no two of which are exactly alike. On my recent visit to these schools I found annoying problems confronting them all, but in no two of them did the same problem exist in the same degree of acuteness. There are two distinct types of schools under this name; the one, the country farm life school, usually equipped by bond issue voted upon the people of the county; the other, a regular accredited high school, with agricultural and home economics departments. In the first named type, the principal is an agriculturally trained man, with an assistant who teaches high school subjects. In the second type, the high school principal is in authority, with the teacher of agriculture in charge of the farm life department. For the county type, the minimum farm is 25 acres of arable land. For the smaller type, of which there may be several in a county, the authorities have allowed a minimum of ten acres. The size of the farms really vary from ten to one hundred and seventy acres.

It is my opinion that the land, livestock and all other equipment upon this school farm should be thought of as a part of the teaching equipment, and should be so used by teacher and students. Not only can it be made a part of the teaching equipment for the resident students, but for the entire community. Its success in meeting these demands is dependent upon several factors.

These schools are boarding schools, with dormitories for boys and girls. One of the conditions upon which the school is established is that the community shall furnish dormitories sufficient to accommodate twenty-five boys and twenty-five girls. Then the farm must furnish land for plat work, upon which these boys who board may have an opportunity to verify the teachings of the text. There should be set aside upon each of these farms, depending upon their size, from two to five acres for this purpose. Now do not understand that I think these plats should be used for real experimental work. I do not believe it is within the scope of these schools to do experimental work; that is, investigational work, but they should put out experimental demonstrations for the purpose of demonstrating best varieties of crops to be grown in the community, best fertilizers for certain crops, the value of certain crops which are not grown in the community but which would have a very distinct value if only introduced. If the students wish to do some original experimenting the teacher should guide them in this.

A Twenty-Five Acre Farm.

We are determined that no more such schools shall be established in North Carolina without at least the minimum requirement of twenty-five acres of arable land. We do not object to the land's being infertile if the patrons will only be patient, and not expect too quick results. I believe one of the best demonstrations we can possibly make is, to show how, by a proper cropping system, we can rapidly increase the crop-producing power of poor land. I have insisted that every one of our farm life men get an accurate estimate of the value of his farm, based upon crop production, not upon real estate values; this, of course, for future comparison.

I am insisting that the unit of area at the school farm shall either be large enough to maintain what

livestock is needed for teaching purposes and helping to supply the dormitory, to furnish a model home garden, a home orchard and a few acres for plat work; or that livestock shall be eliminated and only a few acres as a demonstration plat be required. As stated before, the reputation of the school is at stake upon the farm, and unless the farm operations are supervised by a man of some business knowledge, in addition to his technical training, a man employed for twelve months in the year, who has the interest of the school at heart, the whole proposition is liable to be brought into disrepute.

Upon the school farms of North Carolina we insist that a pair of Percheron mares be kept for breeding, for class work and to do the work upon the farm. We insist that two be kept because we can not afford to preach one-horse farming. Many of the implements we use, not only because they are more economical but to teach the boys and the farmers of the community, can not be used without a horse. At least two good dairy cows are required in order to do judging work and to teach the members of the agricultural class the handling of butter and milk, and furthermore, to furnish dairy products to the dormitory. I am further insisting that each farm life man keep one or two pure bred blood sows, and a flock of pure bred chickens. The hogs and chickens are needed for class work and at the same time help to make the farm self-supporting. It is highly important that this teacher of agriculture, who has the direction of the farm, know something of the handling of livestock, and that he keep the stock in good condition. He must have land enough to produce feed for all livestock, this being essential to its success as a part of the teaching equipment.

The Farm Should be Self-Supporting.

You will notice I have stated that the first aim of the farm must be as a teaching agency, but I do believe that after a very few years, when properly equipped, these farms should and can be made self-supporting; provided, there is enough land and they are given a "square deal" in accounting. I claim that everything produced upon the farm should be credited to the farm, at market prices. The livestock and dormitory furnish a ready market. All food should be charged to the dormitory at market prices. Further, only the time of the hired help and team which is used upon the farm should be charged against the farm. If you have known it to be the case, that from one-third to one-half the time of the team and man was devoted to hauling for the school and dormitory, yet all the feed of the team and pay of the man were charged against the farm. It is very necessary that some careful bookkeeping be put into operation. Some boy in school, who helps with the work, could be assigned these tasks and learn some valuable lessons.

In my opinion, the farm should be large enough to justify the employment of a regular hand by the year, who shall live upon the place. Of course we think a large part of the work should be done by the students as laboratory work, under the supervision of the teacher, but there is a great deal of work which has little instructional value, and which they do not want to do. There are cer-

(Continued on page 24.)

THE NORTH CAROLINA STORY TELLERS' LEAGUE

BY MRS. R. E. RANSON, PRESIDENT, SOUTHPORT, N. C.

STORY-TELLING CLUBS FOR THE SUMMER VACATION

By Mrs. Robert E. Ranson, Southport.

The schools are now closing, or have already closed for the year. Teachers and pupils all should arrange for a story-telling club during the summer vacation. At all the summer schools in the State this summer there will be story-telling and campus story hours. Somewhere in every neighborhood in North Carolina there should be each week a meeting of the old and young for games and stories. The educational value would be worth the time spent, but the get-together spirit that is created is more than worth the trouble.

With the sound of war in the air, stories of war and bravery will appeal strongly to all. Published in this issue is a story of how the fairy people got their flag. In this day of flags and banners and marching soldiers and the display of the flags everywhere this story may prove interesting. There is no claim of originality for it, the plot being suggested by the story of how the fairies made their first flag of flowers.

PROGRAM FOR MAY.

During this month you should teach the children some of the many games and dances of spring. In "Children's Singing Games, Old and New," and "Popular Folk Games and Dances," A. Flanagan & Co., Chicago, you can find a number of May festivals and games. The May Pole is always attractive. During the month of May the story of the May Day Festival should be told, and another good story is the story of the artist of Cadore, in which is described the June Festival of Flowers in Italy. This story was published in St. Nicholas, June, 1914. Pippa Passes is another story that many are familiar with, and can be found in almost any library. Pollyanna of the Glad Books is a story that the little folks as well as the big folks will like. Then let the children laugh with Uncle Remus in some of his crop making stories. If you are looking for stories of Indian life you can not find a more interesting book of Indian life and Indian lore than "Indian Days of Long Ago," published by the World Book Co., Yonkers-on-the-Hudson, N. Y. All the boys would like the story of Sure-Pop, the Safety Scout, published by the same company. Among other stories are those from the books suggested at the beginning of the year.

How the Robin Came; The Red Headed Wood-Pecker; The Ugly Duckling; Five Peas in a Pod; The Flax, all from the First Book of Stories for the Story Teller, Houghton Mifflin Co.

A Little Dutch Garden; The Little Turkey Girl, Chanticleer; The King's Rabbit-Keeper; Bruin and Reynard Partners, all from Merry Tales, American Book Company.

The Little Acorn, The Flower Basket, The Flicker, Baby Bess Ribbon, The Two Flags, The First Flag of the United States; Fairy Linen, all from Tell It Again Stories, Ginn & Co.

Little Daffy Down Dilly, The Kinly Children, Grandfather, all from Stories Children Need, Milton Bradley.

A Story—The Fairies' First Flag.

Many, many years ago before George Washington ever thought of a flag for his people and even before Betsey Ross was born, the fairies made their first flag. And they tell their children that our flag has been patterned very much from theirs. Perhaps some night Washington may have passed the fairy home and caught just a glimpse of their beautiful banner, and then decided to copy it for us.

A long, long time ago, they say, on a cold winter night the fairy queen called all her people together for the purpose of holding a great re-union. And they danced and sang and made merry, as fairies always do until a very late hour. At last their queen arose to bid them goodbye and send them to their homes, there to stay for a whole year. But one little fairy that was bolder than all the others arose and said, "Good queen, why can't we have some emblem that will bind us all together—something to denote that we are all one people?" And the queen was delighted with the suggestion, and said, "Certainly, we must have a flag." Then all the fairies clapped their little hands and cried, "A flag, a flag, we must have a flag." But the queen raised her hand for silence and looked very serious as she said, "My people, if we are to have a flag it must have a very deep meaning. Then, too, the flowers have faded and of what can we make it?" A very modest little fairy arose and said, "Good queen, since white is the emblem of purity and the snow is pure and white, why can't we make our flag of snow?" To this all the fairies agreed.

When the snow banner was completed and they danced around it all seemed to be disappointed. After a while some one said, "The pure white flag is very pretty, but there should be something to show that we are brave in defending it." The queen said, "Certainly, we must defend our flag, and we are a very brave people, so the color that is needed is red, for the red will show to the world that we are brave, but where are we to get the color?" Then she thought for a moment, and said, "Let each of us prick our hand with a needle, and rubbing our hands across will stripe it with red." And when they had all marched passed the white bank of snow and rubbed their little hands across there it was all striped with red.

But still they were not satisfied. For one little fairy said, "We may be pure and brave, but unless we are true to our flag and guard it very carefully it will mean nothing. Then the fairy queen said, "You are right, the color still needed is blue. To show that we are ever true and watching our flag, let us take some of the blue from our

blue eyes and on the red and white we will make a blue patch." And when that was done they were very happy.

The little fairies began to sing and dance around the red and white striped flag with the blue patch in the corner, but their queen was very grave, and one little fairy said, "Good queen, is it not very, very beautiful?" But the queen again raised her hand and there was silence when she said, "My people, the flag is beautiful, but we may be as pure as the snow, so brave that with our life blood we guard our flag and so true that our blue eyes are ever on it, but unless it is watched by One that is

mightier than we it will surely come to disgrace and dishonor!" Then all were silent and looking up into the starry heavens, they saw what to them were the eyes of God and bowed their little heads in prayer. A very wonderful thing happened. A great patch of stars spilled right out from the Milky Way and every one caught in the blue of their flag, and there it was finished, pure, brave, and true, and ever watched by the eyes of God.

And today we have a flag that we love and are very proud of. And it has red and white stripes with a blue patch in the corner dotted with beautiful stars.

School Room Methods and Devices.

THE STUDY OF A POEM.

Goethals.

A man went down to Panama,
Where many a man had died,
To split the sliding mountains
And lift the eternal tide:
A man stood up in Panama,
And the mountains stood aside.

For a poet wrought in Panama,
With a continent for his theme,
And he wrote with flood and fire
To forge a planet's dream,
And the derricks rang his dithyrambs
And his stanzas roared in stream.

Where old Balboa bent his gaze
He leads the liners through,
And the Horn that tossed Magellan
Bellows a far hallo,
For where the navies never sailed
Steamed Goethals and his crew.

So nevermore the tropic routes
Need poleward warp and veer,
But on through the Gates of Goethals
The steady keels shall steer,
Where the tribes of man are led toward peace
By the prophet-engineer.

—Percy MacKaye.

Suggestions.

The poem "Goethals" was read by the author, Percy MacKaye, at a New York celebration in honor of Goethals in 1914. It has a far vision of a lonely dreamer, a vision that was followed up and worked out so that the dream became a realization. The present grows out of the past.

We can divide the poem into three parts, viz: The situation, the reason, and the result.

Besides being available for an English lesson, this selection lends itself admirably to correlation with geography and history.

1. What is the situation? The reason: The result?
2. Is the result international as well as material?
3. Who was Goethals?
4. Was his work a very stupendous undertaking?

5. Why had many men died in Panama?

6. Contrast the hygienic conditions that originally prevailed in the Canal Zone with those prevailing today.

7. What is meant by the expression "sliding mountains" and "lift the eternal tide?"

8. Is this a lock canal or a sea-level canal?

9. Why was the canal likened to a poem?

10. Why was the engineer likened to a poet? To a prophet?

11. Why was this a planet's dream?

12. What are dithyrambs?

13. Are the seas usually stormy around Cape Horn?

14. What distance is saved in going from the Atlantic to the Pacific by way of the canal?—The Progressive Teacher.

HOW MANY CAPITALS?

Ask the history class how many cities of the United States have at any time been the seat of the Federal Government. Most of them will readily name New York, Philadelphia and Washington, but the list includes six others, as follows:

Philadelphia, from September 5, 1774, to December, 1776.

Baltimore, from December 20, 1776, to March, 1777.

Philadelphia, from March 4, 1777, to September, 1777.

Lancaster, Pa., from September 27, 1777, to September 30, 1777.

York, Pa., from September 30, 1777, to July, 1778.

Philadelphia, from July 2, 1778, to June 20, 1783.

Princeton, N. J., from June 30, 1783, to November 20, 1783.

Annapolis, Md., from November, 1783, to November, 1784.

Trenton, N. J., from November, 1784, to January, 1785.

New York, from January, 1785, to 1800.

Washington, since 1800, except a short time during the second war with England, when Washington City was occupied by the British. How long did the occupation continue, and whither did the government officers go? What high school class will take this up as a search question and report the findings?—American Journal of Education.

North Carolina Education

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Did you know that only seven States in the Union have a larger rural population than North Carolina?

Write to the Bureau of Education, Washington, D. C., for a copy of the bulletin on "Gardening in Elementary City Schools."

Would it be worth while to conduct a summer school for children of your community? Read the article elsewhere on this subject and think over it very carefully.

The April issue of the Reflector, the paper published by the Shelby High School, is a garden special. The school, judging from this issue, is undoubtedly interested in home gardening.

This State should become interested at once in "the Smith-Hughes" Vocational Educational Bill" enacted by Congress. The late General Assembly of North Carolina created a State Board of Vocational Education in order to co-operate with the Federal government in encouraging vocational education. Read the provisions of the Smith-Hughes bill published elsewhere and take counsel with your board for the purpose of taking advantage of this bill.

M. H. Stewart, principal of manual training high school, Indianapolis, Ind., says: "We actually give a boy one hundred per cent in hygiene, who can pass a perfect word examination in the subject, even though his teeth are decayed, his hands dirty, and his shoulders stooped. . . . It is no trick at all to teach a boy so that he can glibly recite the evil effects of cigarette smoking, for instance, but to so train him that he will not smoke cigarettes is another matter."

"Everywhere we see high school students wearing a big letter on their sweaters in honor of athletics, but not till now have we known of a high school in

which students wear a big "G" because of superior 'scholarship.' The Gilbert School, Winsted, Conn., has twenty per cent of the high school students earning this honor the first year. It is almost as high an honor to make a "G" in scholarship as a touchdown or home run in athletics."—The Louisiana School Work Journal, January, 1917.

CHANGE IN SUBSCRIPTION RATES JUNE 1ST.

Every reader of **North Carolina Education** is earnestly requested to read this notice with the same attentiveness and care that would be given to a personal letter. Owing to the continued high prices of paper and to other increased costs imposed upon the publishing business, the proprietors of **North Carolina Education** feel obliged to make another advance in subscription rates. This advance is to take effect the first day of June, 1917.

We had hoped that the slight increase in club rates which went into effect last fall would meet the increased costs of publication. The advance was made small advertently, for we wished to impose no unnecessary burden, however small, upon our subscribers. But this small advance had hardly taken effect, when we were confronted with further increased costs that could not be foreseen, with the result altogether of making for **North Carolina Education** the most difficult business year it has had in more than five years. An immediate advance in our club rates appears to be imperative.

This increase in rates, to become effective the first of June, will not be large but it will be very important. The regular price of one dollar a year for single subscriptions will not be affected. This annual subscription price of one dollar for the ten issues will remain the same. It is in the club rates that the increase in prices is to be noted. While slightly increased, these club rates will become somewhat simpler. Single subscriptions are to be sent at one dollar each, but teachers may subscribe in clubs of two to four at 90 cents each. Five to nine subscriptions in a single club will be entered at 80 cents each. Clubs of ten or more subscribers will be entered at the new lowest club rate of 75 cents each.

Please make note, therefore, of the following subscription rates which will prevail after June 1:

Single subscriptions, each	\$1.00
Two to four in one club, each	.90
Five to nine in one club, each	.80
Ten or more in one club, each	.75

These subscription rates will be carried regularly at the head of the editorial page, where any reader may find them convenient when needed.

In the face of this imperative increase in subscription rates, we purpose entering upon a campaign to enlarge our circulation beyond any point hitherto attained. North Carolina has just begun

to educate. Henceforth a greater abundance of treasure, both of spirit and of money, will be poured into her schools than ever before. Along the whole frontier of ignorance, ineffectiveness, and apathy the battle wakes. **North Carolina Education** needs the teachers of the State; the teachers need **North Carolina Education**. Let us go forth into the fight as comrades.

Striving earnestly to be of service, to be indispensable even, to the teachers and all other educational forces of the State, we shall expect with confidence a full and hearty response to this challenge to be more widely used.

THE N. E. A. AT PORTLAND, JULY 7-14.

The meeting of the National Education Association at Portland, Oregon, this year gives the wonderful City of Roses an opportunity to steal the hearts of its visitors of which it is already giving abundant tokens of its purpose to take full advantage. In promoting publicity of the event and in preparations for entertainment of visitors, the General Committee of arrangements is at work in a way to suggest that it comprises the whole of Portland and is almost a department of the State of Oregon.

Mention was made in our March number of the pleasing use that will be made of the "little red school house," in representation of which the telephone booths will be fashioned, and of which miniatures will be seen at every street intersection. There will also be found everywhere a profusion of roses, and each visitor is assured in advance that

For you a rose
In Portland grows.

Side trips to sea and mountain peak are also on the program—but the magnitude and magnificence and the entertainment planned cannot be more than hinted at here. Write to the General Committee of the N. E. A. Convention, Portland, Oregon, for information and literature of the convention.

AMERICA'S NEW POSSESSIONS IN THE WEST INDIES.

If you will examine a large map of the West Indies you may find three small islands a few miles east of Porto Rico that belonged to Denmark until April 3, 1917, and was called Danish West Indies. They are known individually as St. Thomas, St. John and St. Croix. The total area of the three islands is 138 square miles and the total population in 1901 was 20,527.

These islands were bought from Denmark for \$25,000,000 and rechristened Virgin Islands. The name selected is the original name bestowed upon them at the time of their discovery by Spanish navigators nearly 400 years ago. The proposition to change

the name to Dewey islands, although temporarily shelved, has not been given up.

Sovereignty over the Danish West Indies formally passed from Denmark to the United States on April 3. Rear Admiral James H. Oliver, U. S. N., was appointed Governor of the new possessions and sailed immediately after the treaty was ratified to take formal possession in the name of the United States of America.

Danish Minister Brun received from the hands of Secretary of State Lansing a draft for \$25,000,000, the purchase price, drawn upon the United States treasury, and signed by President Wilson, Secretary of State Lansing and Secretary of the Treasurer McAdoo.

Secretary McAdoo and Secretary of the Navy Daniels, as well as Secretary Lansing, attended the ceremonies.

THE FOUNDER OF NORTH CAROLINA EDUCATION.

Few people know today that Henry E. Seeman, who died in Durham, N. C., on April 7 was the founder of **North Carolina Education**. In the days when the Teachers' Assembly met at Morhead City, Mr. Seeman was a regular attendant. He was a printer by trade, but his interest in education was greater even than that of many teachers. The attendance at the assembly in those days was small, not as large as the primary department today. But we would draw our chairs together on the wide veranda overlooking the sound and solve the educational problems of the day when education was not even considered "a necessary expense." A small remnant of that old guard still remains who will recall how enthusiastically Henry Seeman argued for the establishment of a teachers' journal. Finally he offered to finance and publish one if the teachers of the State would get behind it.

The county superintendents in December, 1905, were the first to pledge their support. Later all the other departments of the assembly agreed to give their support. Representatives from several departments of the Teachers' Assembly met in Raleigh in July, 1906. Mr. Seeman appeared before them and renewed his proposition to finance and publish a teachers' magazine provided the committee would select a suitable editor and co-operate with publisher and editor in making the venture a success.

I was selected as editor at a salary of \$1,200 for the first year. It was further argued that at the end of the first year I was to give up the superintendency of the Goldsboro public schools, move to Raleigh and devote my whole time to editorial work. We named the paper "North Carolina Journal of Education" and decided to publish it bi-weekly for the first year and weekly afterward. This

was Mr. Seeman's idea. We argued that while teachers were engaged in the work, they should have every week a live paper that would outline for them readying courses, lesson plans, current events, and supply them with such helps as would put new life into the schools.

We spent the greater part of July and August together making plans for the new publication. His faith in the ultimate success of the venture and his enthusiasm for the good that it would accomplish made our dreams seem almost realized. "I am a printer by profession," he would say, "but it is my ambition to help others. I expect to lose money for a year or two, but if I can help the schools of the State, I shall help the State and serve mankind."

North Carolina Journal of Education made its first appearance September 15, 1916, and appeared bi-weekly for the first year. However, subscriptions came in so slowly that one would think the teachers of the State had no interest in the publication. Advertising contracts were kept on one page of the ledger. At the end of the third month I refused to receive any further pay for my services, and at the end of the first year the publisher's books showed a deficit of about \$2,000. Mr. Seeman even then had faith in the success of the journal. "We will make it go," he spoke with determination.

At the end of the year I resigned the superintendency of the Goldsboro schools to accept the Chair of Education at Trinity College. The advisory committee suggested that we publish the Journal as a monthly instead of a semi-monthly. Mr. Seeman opposed the idea, but the large deficit caused him to yield. He was not a wealthy man and could not afford to take so much money from his business. The second year was some better. The deficit was only about \$500. The third year saw the **North Carolina Journal of Education** reach a self-supporting basis.

In December, 1908, Mr. Seeman sold his interest to Mr. W. F. Marshall, of Raleigh, and the name was changed to **North Carolina Education**.

Such is an outline of the story of the birth and infancy of **North Carolina Education**. Its founder had a passion for fellowship with men who were working for humanity. It was this emotion that caused him to give time and labor and money to a venture the purpose of which was to improve the teaching profession of the State. It was this passion that made him an honored citizen of his community and coupled with wisdom made him a safe counsellor among his friends. The State lost a citizen of genuine worth in the death of Henry E. Seeman, and the teaching profession was his debtor, for he gave more than he received.

E. C. B.

ARE COUNTRY CHILDREN UNHEALTHIER THAN CITY CHILDREN?

There is a story told that there is more fresh air in the country than any where else for the reason that all the bad air stays shut up in the farmers' homes and the country school houses. We of the country would deny the charge, says the State Board of Health, but for the facts and figures that prove that ventilation in the country is sadly neglected. We are confronted everywhere with the undeniable facts that respiratory diseases, those that depend largely on fresh air both for their prevention and cure, which may be mentioned as tuberculosis, grippe, bronchitis and colds, as well as adenoids and defects of the nose and throat, are more prevalent in the country than they are in town. The figures gathered from medical school inspection work in both the rural and city schools shows that country children are from .32 to 14.2 per cent more unhealthful than city children, even than children of the slums.

These facts brought to light regarding health conditions in the country are hard to accept and they should not be accepted for long, says the board. The country where health conditions should be ideal, where fresh air is everywhere, except perhaps in the homes, and where space is free and exercise plentiful, should be made to yield healthful men and women.

Besides foul air, overcrowding is said to be another unexpected, uncalled-for condition often met in the country. Investigations have shown that four, five and six people sleeping in one room which probably had only one window or perhaps two with neither one open, was not an uncommon occurrence. It is no wonder then that when slum conditions exist in the free wide-open-spaced country that health conditions will be no better or not as good as they are in the slums.

UNPUBLISHED SCHOOL HISTORY.

(From Greensboro Patriot, December 24, 1873.)

A free graded school for white children was opened in the city of Charlotte on the 30th of October last (1873). There are five teachers and more than two hundred children in the school, and it has the confidence and support of the substantial citizens of Charlotte. Among its friends and supporters are found the names of Zebulon B. Vance, W. P. Bynum, Rufus Barringer, H. W. Guion, C. J. Cox, C. Dowd, and others.

A graded school for colored children has been kept up for several years in Charlotte under the supervision of the county school officers. It now has over one hundred and fifty scholars.

The graded schools in Wilmington have about three hundred and fifty white children and six hundred and fifty colored children and one teacher to about every fifty pupils.

A free graded school has been recently organized near Asheville with one hundred and fifty pupils and three teachers.

These schools all continue about ten months.

A NEW DECLARATION OF INDEPENDENCE

By E. C. Brooks.

President Wilson appeared before Congress on April 2, and delivered a message, "which will rank in history among the great State papers of which Americans in future will be proud." He advised that Congress declare "the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States." After presenting a bill of particulars showing how the Imperial German Government has violated repeatedly the rights of American people not only on sea but in our own country, and how "the Prussian autoeracy was not and never could be our friend." He gave the American people and to liberty loving people of every land a new declaration of independence which will take its place by the side of that declaration uttered by the American people nearly a century and a half ago.

"When a long train of abuses and usurpations pursuing the same object, evince a design to reduce them (mankind) under absolute despotism, it is their right, it is their duty, to throw off such government and to provide new guards for their future security."

This was written in the Declaration of Independence and was directed against Great Britain, whose "repeated injuries and usurpations" had the direct object "the establishment of an absolute tyranny over these States."

The object of that declaration was to put an end to "absolute tyranny" over the English colonies in America. Since that history-making day absolutism has declined. England has become democratic, France has overthrown her monarchy, Russia has banished her Czar, and of the great nations of the world Prussian autoeracy supported by the sword remains to check the growth of democracy and to disturb the equilibrium of the civilized world.

In asking Congress to declare that a state of war exists owing to the acts of the Imperial German government, Mr. Wilson declared:

"The world must be made safe for democracy. Its peace must be planted upon the trusted foundations of political liberty.

"We have no selfish ends to serve. We desire no conquest, no dominion. We seek to indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been as secure as the faith and the freedom of nations can make them."

Four days later Congress, in accordance with the President's request declared that "the recent acts of the Imperial German Government are acts of war against the Government and people of the United States."

Immediately afterward, at 2 o'clock, April 6, the big bell in the tower of Independence Hall, Philadelphia, began tolling the solemn warning that America had entered the world war to fight for human freedom. For thirty minutes the great bell spoke with its own tongue of America's solemn resolve to marshal her men and resources at Armageddon, which is gloomily bounded by the valley of death.

It was 141 years ago that the bell in Independence Hall was christened "liberty bell." Ever since, its abiding place has been the holy of holies of liberty loving people of every land, and after a century and a half, nearly, the echoes of '76 awake and its solemn notes appeal "to the Supreme Judge of the world for the recitude of our intentions."

Mankind has suffered too long at the hands of autoeratic rulers. The world must be made safe for democracy. No autoeratic government can be trusted. "Only a free people can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own," and the last great appeal is at the same time an assurance to men and women everywhere that our object in entering the war "is to vindicate the principles of peace and justice in the life of the world as against selfish and autoeratic power, and to set up among the really free and self-governing peoples of the world such a concert of purpose and of action as will henceforth insure observance of these principles."

MILITARY TRAINING AND RED CROSS COURSES IN UNIVERSITY OF VIRGINIA SUMMER SCHOOL.

The Course for the Reserve Officers' Training Corps, now being given at the University by Colonel J. A. Cole, of the United States army will continue during the summer school. This will give opportunity to High School Principals and Teachers to obtain military training while pursuing their professional work and will also enable students of this University as well as of other colleges and universities, who desire to continue the course in military training, to do so, and thus shorten the time of their preparation and at the same time take two or more courses for college credit.

Young men under twenty-one who cannot go to Plattsburg or other government training camps can secure here the training they desire.

The following Red Cross Courses will be given by persons authorized by the American Red Cross Association to do so: Practical Hygiene and Home Nursing, Dietetics, Surgical Dressings and First Aid

Has the American Journal of Education seen a light? Hear the editor on psychology: "Professor Hugo Munsterburg, the noted psychologist of Harvard, died recently very suddenly while sitting at his school-room desk teaching a class. He was an eminent scholar in his chosen field, greatly admired by his students, and naturally a trifle over-rated by them. He did a great service to education by exploding the notion that a study of psychology is necessary or even desirable in the making of a teacher. Before Munsterburg, psychology was harped upon and the teaching of it, or rather the nomenclature of the subject—for it seldom went deeper than phraseology—was a great fad in the normal schools, and as a rule the stupidest bonthead in the class was the most proficient in rattling of the lingo. The situation is not so bad now as it was, but there is still room for improvement."—Pennsylvania School Journal.

News and Comment About Books

NOTES AND COMMENT.

Which of the Reading Circle books studied this year did you find the most helpful in your work? Which did you read with the most pleasure? Write out the particulars and send them for use in next month's issue.

¶ ¶ ¶

The entire first edition of *North Carolina Poems* edited by E. C. Brooks is exhausted and the book is now out of print. It was published late in 1912 and the last copy was sold March 30, 1917. If the readers of *North Carolina Education* think that a second edition should be issued, the publisher would be very glad to have them suggest corrections, additions, and omissions which to them would seem to be desirable in a new edition.

¶ ¶ ¶

In the *New York Times* last November and December there appeared a notable series of articles on "The Basis of Durable Peace," which attracted serious attention in this country and abroad. Of course they had reference to peace after the European war. They were written at the invitation of that journal by a distinguished publicist who signed himself as "Cosmos." These papers were immediately put into a book by Charles Scribner's Sons (New York), which appeared in January and has since been reprinted three times.

¶ ¶ ¶

In less than a year the French Ambassador Jusserand's book "With Americans of Past and Present Days" has gone through four editions. In an editorial review of it some months ago the *New York Tribune* said: "It is a book that every American should read; it is a book that deals luminously and accurately with things that are too little known and too frequently forgotten. But what is best about the book is the thing that is best about its author; it is the expression of a friendship for our own country in which there is neither selfishness nor selfseeking."

BOOK NOTICES.

Southey's Life of Nelson. Edited for school use by Allan F. Westcott, Ph.D., Instructor in English,

United States Naval Academy. Lake English Classics. Cloth, 366 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

Twenty pages of introduction and bibliography; foot-notes accompany the large-print text; glossary of nautical terms at the end. An attractive edition of the biography of a great naval captain by a master of English prose style.

George Eliot's Mill on the Floss. Edited for school use by C. H. Ward, M. A., Head of the Department of English, the Taft School, Watertown, Conn. Cloth, 501 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

This edition of a story that was praised by Queen Victoria is uniform in size and binding with the other volumes of the Lake English Classics. Has a suggestive introduction discussing the life of the author and the setting of the story. Only an occasional note is made and that as a foot-note.

The Aeneid of Virgil. In the English Translation by John Conington. Edited by Francis G. and Anne C. E. Allinson, both of Brown University. Lake English Classics. Cloth, 452 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

Contains the twelve books of Conington's translation published in 1893, maps of Italy and the Mediterranean Sea, an introduction of 37 pages, and a very helpful pronouncing glossary of proper names. Foot-notes accompany the text. An edition of a translation that reflects much of the "charm and golden magic" of the original.

Essays and Letters from John Ruskin, with Introductory Interpretations and Annotations. Edited by Mrs. Lois G. Hufford, teacher of English Literature in the High School of Indianapolis, Indiana. Cloth, xxx+458 pages. Price 60 cents. Ginn & Company, Boston, Mass.

This volume of the Standard English Classics is not skimmed in text or equipment. A general introduction of twenty pages tells of Ruskin, his work, and his ideals, while a special introduction precedes and special annotations follow each division of the selections. His views on education are contained in some selected passages brought together at the end under the heading of "Mr. Ruskin as a Teacher." There are also a list of quotations from other authors, an index to scriptural allusions, and a fuller and very useful general index.

English Popular Ballads. Edited, with an introduction, notes and glossary, by Walter Morris Hart, Ph. D., Associate Professor of English Philology in the University of California. Lake English Classics. Cloth, 370 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

This inviting introduction to the study of the Popular Ballad is among the more recent additions to the attractive Lake English Classics. An introduction of absorbing interest on the nature and origin of the ballad occupies forty-one pages. The text of 260 pages contains 54 ballads and is followed by more than 50 pages of notes and glossary in small type.

Scott's Ivanhoe: A Romance. Edited by William D. Lewis, Principal of the William Penn High School, Philadelphia. Cloth, xviii+597 pages. Price 50 cents, net. Ginn & Company, Boston and New York.

A new edition of this standard English classic. It contains a biographical preface and a particularly good introduction on "Ivanhoe in the Classroom." A page or two of notes at the end are followed by an ample and very useful pronouncing glossary. The illustrations are appropriate and interesting and these with the good paper, the excellent printing, and the tasteful binding cause one to wonder how such a book can be sold for fifty cents!

Winning Declamations—How to Speak Them. By Edwin DuBois Shurter. Cloth, 303 pages. Price \$1.25. Lloyd Adams Noble, 31 West 15th Street, New York City.

The selections are fresh, interesting, and not too long. They are brought together by a noted teacher of public speaking, practically every selection, says the publisher, having been tried out in class work and in public contests. An introductory treatise sets forth some essentials of effective delivery, and in addition there are brief, pointed suggestions with each declamation indicating how it should be interpreted and spoken. Useful as a reference book in declamation or as a reader for the upper grades.

Essentials of Argument. By Arthur Parker Stone, Instructor in English in Harvard University, and Stewart Lee Garrison, Instructor in Public Speaking and English in Worcester Academy. Cloth, 332 pages. Price \$1.30, net. Henry Hold & Company, New York.

An unusually effective treatment, fresh, concise, practical, interesting. It deals with the structure, substance, form and delivery of arguments. The style is not lofty, formal, and technical, but humanlike, companionable, and serviceable to the young student. "Should Ire-

land Have Home Rule?" is presented in the form of a brief and argument (39 pages) in the appendix. The appendix contains also Robespierre's argument against capital punishment. Following these are exercises based on the preceding chapters, and the equipment is completed by a good index. This book deserves high rank among the best text books on argumentation.

Social Problems: A study of Present Day Social Conditions. By Ezra Thayer Towne, Ph. D., Professor of Economics and Political Science, Carleton College. Cloth, xviii+406 pages. Price, \$1.00. The Macmillan Company, New York.

This is a treatment of very modern social problems for the high school student. Among the topics which furnish chapter titles are such as Child Labor, Women in Industry, Labor Organizations, the Blind and Deaf, the Liquor Problem, Poverty, Conservation of Natural Resources, of Plant and Animal Life, and of Human Life. It furnishes to the young student a fine working start for intelligent leadership in practical social progress.

Boswell's Life of Samuel Johnson, LL.D. Abridged and Edited by Stella Stewart Center, A. M., Instructor in English, Julia Richman High School, New York City. Barnes English Texts. Cloth, 12 mo., 344 pages. Price 25 cents. A. S. Barnes & Company, New York.

This abridged text occupies 318 pages. The book has a picture of Boswell (from the painting by Sir Joshua Reynolds), a biographical sketch of three or four pages, a few selections on Boswell from Carlyle's "The Hero as Man of Letters," and ten pages of Notes and "Questions and Topics of Study." Its clear print, small handy size, and attractive binding complete a very pleasing school text of this great English biography.

The Story of My Life. By Helen Keller. School Edition. Cloth, 140 pages. Price, 44 cents, net. Houghton Mifflin Company, Boston.

This school edition of Miss Keller's story of her life is a number in the Riverside Literature Series. It contains a half-tone portrait of the little blind pupil nestling her face against that of her teacher, Miss Sullivan. Miss Keller was born in Tusculum, Alabama, June 27, 1880, the daughter of a Confederate soldier. Before she was two years old her sight and hearing were destroyed by illness. "Gradually," she writes, "I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came — my

teacher—who was to set my spirit free." The story that follows tells with indescribable charm how her limitations were turned "into beautiful privileges"—a truly wonderful story.

Short Stories for High Schools. Edited with introduction and Biographies by Nellie Octave Plee, Director of English, and Edwin L. Miller, Principal, in the Northwestern High School, Detroit, Mich. Cloth, 246 pages. Price, not given (about 50 cents). Lyons and Carnahan, Chicago.

The bright binding and good paper and print make an attractive dress for the fourteen stories or tales told by as many authors. Each story is followed by a brief biographical sketch of its author. There are four pages of questions for study at the end of the book. A short introduction sets forth the purpose of the book and treats very briefly (1) Development of the Short-Story, (2) the Short-Story Defined, and (3) the Classification of the Short-Story.

A Handbook of American Speech. By Calvin L. Lewis, A. M., Professor of English, Hamilton College, Clinton, N. Y. Cloth, 246 pages. Price 80 cents. Scott, Foresman & Company, Chicago, Ill.

Not a treatise on elocution, composition, or declamation, but a book on correct speaking. It is simple, suggestive, sensible. Three chapters are devoted to the organs of speech, the sounds they produce, and the combination of the sounds into words. One chapter, 64 pages, is given to the correct utterance of sentences; four pages are given to dialect speech; twelve to speaking in public; two chapters, 25 pages, are devoted to oral composition and debate. The selections for practice, got together from many sources without credit, fill 70 pages. The book is not intended for advanced students but for beginners who in so many cases are taught by teachers who themselves are untrained in teaching oral English. For both of these classes it is a fine handbook.

Short Stories Old and New. C. Alphonso Smith, University of Virginia. 16 mo., semi-flexible cloth, 292 pages. Price 48 cents. Ginn & Company, New York.

This is one of the best collections of short stories for use in the upper grammar grades or high school that have yet appeared. Each story is introduced by a statement of its setting or background, the plot or plan, and the character or characters of the story. The collection includes the following: Esther from the Bible; Ali Baba and the Forty Robbers from Arabian Nights; Rip Van Winkle by Washington Irving; The

Gold Bug by Poe; A Christmas Carol by Dickens; The Great Stone Face by Hawthorne; Rab and His Friends by Dr. John Brown; The Outcast of Poker Flat by Bret Harte; Markheim by Robert Louis Stevenson; The Necklace by Guy de Maupassant; The Man Who Would be King by Rudyard Kipling; and The Gift of the Magi by O. Henry. E. C. B.

Stevenson: How to Know Him. By Richard Ashley Rice, Professor of English Literature at Smith College. With portrait. Cloth, 395 pages. Price, \$1.25 net. Bobbs-Merrill Company, Indianapolis, Ind.

The opening chapter is entitled "The Companionable Author," and the fourteen that follow are devoted to revealing the man and his handiwork. "I have no new picture to offer," declares Professor Rice, "the popular idea of Stevenson is the true one. He is the Stevenson of his own books, and by them we shall see him." Then through such chapters as "Child's Play," "Ordered South," "Vagabondage and Craftmanship," "The First Great Adventure," "The Mirror of the South Seas," and "Looking Down from the Mill" the reader is carried along through the leafy ways and sometimes dripping days of Stevenson's life and work in one of the best "How to Know Him" books of the notable series by which the publishers are rendering so great a service.

Chemistry of the Farm and Home. By William Edward Tottingham, Associate Professor of Agricultural Chemistry, University of Wisconsin, and Joseph Waite Ince, Assistant Chemist, North Dakota Experiment Station, formerly Professor of Agricultural Chemistry, North Dakota Agricultural College. Illustrated, 434 pages. Price, \$1.25 net. Webb Publishing Co., St. Paul, Minn.

In its bright red binding and with lettering stamped in gold and black this book presents a very attractive exterior. Nor are its contents disappointing. The chemistry of the farm and home is presented with ample illustrations, in language easily understood, and in a style to invite continued attention and interest. The experiments, 126 in number, are suggestive, practical, and instructive. As a well balanced elementary textbook or as a book for a farm boy or girl, or the father or mother in the rural home, to read as they would any other useful book, this strikes the reviewer as a particularly happy production. Water, the atmosphere, the non-metals and a few important metals are considered in their chemical aspects. Then the plant, the soil, fertilizers, and farm manure have separate chapters. The animal and its products; the feeding of animals, and dairy products each finds treatment in a full chapter. By no means to be omitted is mention of

the interesting and useful chapter on "Human Food and Dietetics." An appendix of important reference tables is given and this is followed by an index.

The Irish Orators: A History of Ireland's Fight for Freedom. By Claude G. Bowers. Illustrated with photographs. Cloth, 528 pages. Price, \$1.50, net. The Bobbs-Merrill Company, Indianapolis and New York.

In the very title of the volume there is a fascination that thrills. It is not a collection of speeches, though numerous extracts are given. It is a throbbing story of Ireland's fight for freedom as represented in the romance, oratorical genius, and heroism of Flood, Grattan, Curran, Plunket, Emmet, O'Connell, Meagher, Butt, and Parnell—tribunes of Erin who "were not fair weather prophets or men of idle words," but without exception "were men of fascination, magnetism, and ineffable charm." The course of Irish history running through these thrilling chapters burns with human interest and courageous daring. A foreword is contributed by Cardinal Gibbons. There is an analytical table of contents and at the end a general index and an index to the speeches.

With Americans of Past and Present Days. By J. J. Jusserand, Ambassador of France to the United States. Cloth, 350 pages. Price, \$1.50 net. Charles Scribner's Sons, New York.

Though published nearly a year ago, this volume has lost nothing in timeliness. The events since its publication and especially those of more recent date, cannot detract from the heartiness of its dedicatory pages, whenever mention is made of the ties which bind together the "two republics facing each other across the broad ocean." "During our present trials," says the author, "the active generosity of American men and women has exerted itself in a way that can never be forgotten." Written when he had lived in America thirteen years and had become the dean of the diplomatic corps in Washington, the author "offering good wishes to the forty-eight of today," dedicates his pages "in memory of former times" to the thirteen original states. Among the notable studies of men and events included are the following: Rochambeau and the French in America, Washington and the French, Abraham Lincoln, the Franklin Medal, Horace Howard Furness, From War to Peace, the last being an address delivered before the American Society for the Settlement of International Disputes.

The Rise of English Literary Prose. By George Philip Krapp, Professor of English in Columbia University. Cloth, xiii+551 pages. Price, \$1.75. Oxford University Press, New York.

This book, says the author, covers the period of discovery in the history of English literary prose, beginning with the latter half of the fourteenth century and ending with the first quarter of the seventeenth century. Following an illuminating introduction of some thirty pages, are chapters with these titles: Wiclif, Controversy and Free Speech, The Pulpit, Bible and Prayer Book, The Courtly Writers, History and Antiquity, The Modernists, and Bacon.

Standard Method of Testing Juvenile Mentality. By Herbert J. Melville. Illustrated. 12mo. Limp leather. \$2.00 net. J. B. Lippincott Company, publishers, Philadelphia.

Schools and courts are alike coming to depend upon the mental examination and classification of children for aid in directing and handling them justly and efficiently. The chief check upon the development of this reform has been the inadequate supply of trained examiners. This book is intended to meet this need. The author has the Binet-Simon system into such standardized form that its recognized value as a first-aid in the classification of children by mental age is immensely increased. Explicit and ample are the methods and instructions given; the supplementary work necessary to complete the results given by the Binet-Simon method is fully indicated. The book is based upon a wide experience gained by the author in the schools of New York, Princeton and Philadelphia. In the schools, where the weeding out of retarded and defective children is urgently called for on the grounds of economy of time and money, the volume will prove as a guide to intelligent classification.

Shakespeare's As You Like It. Edited by J. C. Smith, Owens College. American Edition Revised by Ernest Hunter Wright, Assistant Professor of English, Columbia University. Cloth, xxiii+200 pages. Price 25 cents. **The Merchant of Venice**, edited by H. L. Withers, Balliol College, Oxford. American Edition Revised by Morris W. Croll, Assistant Professor of English, Princeton University. Cloth, xxv+182 pages. Price 25 cents. **A Midsummer Night's Dream.** Edited by E. K. Chambers, Corpus Christi College, Oxford. American Edition Revised by Edith Rickert, Ph. D. Cloth, xviii+185 pages.

Price, 25 cents. D. C. Heath & Company, Boston, New York, Chicago.

These attractive little volumes of "The Arden Shakespeare" present the plays in their literary aspect rather than as material for dissection by classes in philology or grammar. For the study of these plays as literature, in school or out, the equipment is of an exceptionally serviceable character. More than half of each volume is devoted to the engaging lucid introduction and to the very full, illuminating appendices, on metrical and other matters, a glossary, and a general index to the play.

Laws of Physical Science. By Edwin F. Northrup, Ph. D. Small 12 mo. Limp leather. \$2.00 net. J. B. Lippincott Company, publishers, Philadelphia.

The general propositions or laws of science are the fundamental basis of all mastery and application of physical forces. What man knows of the world he lives in is dependent upon the recognition and application of these principles. Professor Northrup has performed a valuable service in collecting in a single volume this epitome of the world's heritage of exact knowledge. The student in one branch of science, who has found it difficult to gain a knowledge of the important principles and facts in other branches will find in this book a broad view of the entire field of natural law. To those who wish to gain an intelligent grasp of our rich mental inheritance, without having the time or means to give years of study to the search, the "Laws of Physical Science" will come as a stimulus to further investigation and wider reading. The book is divided into six sections; mechanics, hydrostatics, hydrodynamics and capillarity, sound, heat and physical chemistry, electricity and magnetism, light. Of pocket size and weight, the volume is admirably fitted to be the student's daily companion as an indispensable book of reference.

Southern Life in Southern Literature. Selections of Representative Prose and Poetry. Edited by Maurice Garland Fulton, Professor of English, Davidson College. Cloth, xiii+530 pages. Price, 80 cents. Ginn & Company, Boston and New York.

A difficult task is accomplished admirably well in this selective representation of Southern life in Southern literature. The Old South in Literature, Poetry of the Civil War, and the New South in Literature form the three divisions. Under the first are grouped the essayists and descriptive writers (Wirt, Crockett,

Audubon and Elliott); the Romances and Story Writers (Poe, Kennedy, Simms, Cooke), humorists (Longstreet, Thompson, Baldwin), and the poets (Tucker, Key, O'Hara, Simms, Poe and others). Under the second division are found *My Maryland*, *Dixie*, *The Bonnie Blue Flag*, *Lines on a Confederate Note*, *Little Giffen*, *Dreaming in the Trenches*, and thirty other poems, all arranged by authorship. The third division is made up of humorists (Bagby and R. M. Johnston), novelists and story writers (Cable, Harris, Miss Murfree, Page, Allen, O. Henry), essayists and descriptive writers (Susan Dabney Smedes, Gildersleeve Trent), poets (Hayne, father and son, Boner, Malone, McNeill, Peck, and others). Brief biographical notes precede the selections of each author and at the end are notes on the text. One could wish an editor so eminently fitted for a task like this, and, it is to be hoped, enamored of it, might be allowed more room and challenged to achievement on a larger scale.

Working Composition. By John B. Opdycke, Head of the Department of English, Julia Richman High School, New York City. Cloth. Illustrated. xiii+337 pages. \$1.28. D. C. Heath & Co., Boston, New York, Chicago.

This book is unique. The author seems to have discovered that the vast majority of high school pupils will have to earn their own living. He has made a book that teaches that the effective use of English is one of the essential elements of success for boys and girls who have to earn their living. In doing this he has rendered a service to both teacher and taught, for oral or written expression is the medium by which the youth influences his companions, his employer, and those to whom he sells his services or his wares. The book is filled with the spirit of work and of success and is dedicated to boys and girls everywhere whose ambition is to make the world better for their working in it. The first chapter is upon the subject of work and contains a vast amount of good sense set forth in forcible English and calling for practical, oral and written expression by the pupil. This is followed by chapters on Letters about Work, Speech about Work, Directions about Work. There are ample exercises based upon clearly stated principles and with definite ends in view. The commendation given to Superintendent Maxwell on page 111 was earned some years previously by the master of ceremonies who introduced President McKinley at the Buffalo Exposition.

Writing the Popular Song. By E. M. Wickes. Cloth, xix+118 pages. Gilt Top. \$1.35 Postpaid. The Home Correspondence School, Springfield, Mass.

This book of about 200 pages—a volume of "The Writer's Library," edited by J. Berg Esenwein—is a serious effort to show the ins and outs of song writing. Of course its chief value lies in telling the writer what he should not do, and why—the "why" being of the utmost value. The author shows step by step how the popular song is "put together." The various types of popular songs are analyzed clearly, from the semi-high class down or up to ragtime. Song-lyrics and magazine verse are contrasted, titles are treated with some interesting side lights on their "punch" and how they are invented, and the selection and rejection of song-themes fully explained—indeed, two chapters are wisely given to this latter part of the subject. The chief chapters of the volume—seven, in fact—are given up to lyric construction, such matters as Meter, Rhyme and Rhythm, the Story-Element, "Punch," the Chorus, and Point of View, receiving separate chapters. An informing section is the one on Melody Construction, while the chapter on the devious ways of the song-shark is equally instructive. In all, there are twenty-six compact chapters treating the whole subject, from the development of the first song-ideas to the marketing of manuscripts, with complete list of markets for all kind of songs.

Writing for the Magazines. By J. Berg Esenwein, Ltd., F. R. S. A. Cloth, xvi+260 pages. Gilt Top. \$1.62 postpaid. Home Correspondence School, Springfield, Mass.

A book written by a past master, who shows clearly, to the beginner and the experienced alike, how successful magazine writers choose and handle their work. It proceeds on the sensible basis that success in writing depends on four things: Having something to say, knowing how different editors like it said, knowing how to shape material, and knowing the markets. These practical considerations were evidently foremost in Dr. Esenwein's thought all the time he was doing the research work for this important help for writers and putting it into chapter form, for throughout there is a minimum of doctrine and a heaped up measure of facts for writers to work upon. If you are a writer or are ambitious to write, get this book and study it, and then keep it at your elbow. The arrangement and the style of the book make it easy reading. The author—whose long years of service as editor of the old "Lippincott's Magazine," present editorship of that bright journal,

"The Writer's Monthly," and close friendship with many editors and authors, peculiarly qualify him for this work—gives a number of valuable tables showing what sort of material is used by the various magazines. The themes of over 300 poems printed in 34 different (1916) magazines, and the average length of poem affected by each magazine, as well as the grand average length—which is less than might be suspected—are shown. The preferences of 40 magazines for short-stories are similarly inferred from a detailed examination of over 800 stories, and in the same way the editors of practically every important fiction-printing magazine have reported to Dr. Esenwein their last twelve months' experience in the length of novelettes used, the length of serials preferred, and the number and length of serial installments. A condensed reading list and a cross reference index help to make this remarkable book of still greater service to all who would write for publication.

"The World Book:" Organized Knowledge in Story and Picture.

The editors and publishers of "The World Book" are to be congratulated upon bringing so great a task to a successful conclusion. The entire work is comprised of eight generous volumes. As the title suggests, its contents are presented in an orderly form. If one is reading an article on any subject he is referred to all the other articles in the entire eight volumes which relate in any way to this particular topic. He can thus very quickly, without loss of time or energy, gain all that the set contains regarding the subject which he is interested in at the moment.

One subject which is hardly ever treated at all, certainly not satisfactorily in encyclopedias, has not been neglected in "The World Book." This is what might be called the art of living so as to preserve health and strength and avoid disease.

In style "The World Book" is simple, concrete, lively. It is full of drawings, pictures, sketches, diagrams, which make an appeal to the eye, and which give delight as well as instruction. The type is especially designed so as to be easy on the eye. In the method of printing the topical headings assist the reader to grasp the points in any subject. In all these ways knowledge is made alluring so that a normal person can hardly fail to be interested in it.

A playground pageant was one of the features of the closing exercises of the Union Level school in Wake County. The young folks went through simple drills and folk dances.

SUPERVISION OF THE SCHOOL PLAT AS A PART OF THE EQUIPMENT IN SECONDARY AGRICULTURAL EDUCATION.

(Continued from page 13.)

tain things the boys should do, and do without hesitation, such as caring for the stock, pruning and spraying the orchard, inoculating and testing seed, laying off terraces, building pig and poultry houses etc., but we can not in every case depend upon them to do all the work, even when paid, because they and their parents might resent it, and besides, they are needed upon the home farm in the summer.

We have one school farm in the State where all the work both out-of-doors and in the kitchen, is done by students, who are paid ten cents per hour for all work in excess of two hours per day, this much being required of every boarding pupil as laboratory work. In other sections it is difficult to get anything done in excess of the laboratory work. In one case, the mother of one of the grown boys lives upon the farm, and he does most of the farm work, working only out of school hours in the winter, and devoting all his time in the summer. In many cases a man is hired by the year. However, this work is always directed by the agricultural teacher.

When as much as twenty-five acres are available, a certain portion of the land should be devoted to general farming, using some well planned rotation, suited to local conditions, and only growing the so-called money crops when they come logically in the system. In this rotation, soil-building, leguminous crops should be **emphasied**.

One serious handicap to the proper supervision of the school plat has been the crowded schedule of the teacher of agriculture. In many cases he has every period in the day, with probably one exception, filled with indoor work. This man should have at least half of his time to devote to outside work with his classes, both upon the school farm and doing extension work for the farmers of the community. Some of the most valuable work done by our men has been the pruning and spraying of orchards by the students, under the teacher's supervision. These classes have also laid off terraces for the farmers, have inoculated hogs against hog-cholera, have tested grain for disease and germination, etc., all of which afford excellent practice for the students and make friends for the school. I urge our teachers, in every way possible to make the school serve every side of the community life.

Home Project Necessary.

For the boys who live in the school community, we insist that they carry out some well planned project at home, under the supervision of this agricultural teacher. This may be the growing of an acre of corn, one-eighth of an acre of potatoes, caring for the home orchard, raising a pig or brood of chickens. Supervising this work gives the teacher an excellent opportunity to get on fairly good terms with the home people. The farmers as well as the boys get the value of the demonstration, and the school becomes the teaching agency of the whole family, one of our most cherished ambitions in North Carolina.

Finally, our greatest problem in all this work is, getting men who have both sufficient technical training and practical experience to know what to do and how to do it, for the salaries the trustees are willing to pay. These teachers of agriculture are the logical supervisors of all the plat work, both upon the school farm and at the homes, but it takes a man of tact, force, ability and leadership and such men today command good salaries. It is a great field for the young men of initiative and grit to work out a very important problem. May more of them accept the challenge!

THE FARMER'S GOLD.

Drop a grain of Californian gold into the ground and there it will lie unchanged to the end of time: the clods in which it falls are not more cold and lifeless. Drop a grain of our blessed gold into the ground, and lo, a mystery. In a few days it softens, it swells, it shoots upward; it is a living thing.

It is yellow, but it sends up a delicate spire, which comes peeping, emerald green, through the soil. It expands to a vigorous stalk; revels in the air and sunshine; arrays itself more glorious than Solomon in its broad, fluttering, leafy robes. At last it ripens into two or three magnificent batons, each of which is studded with hundreds of grains of gold. It sucks from the warm breast of earth the watery nourishment for its growth; it quivers and thrills with the forceful mystery of sense; it ministers to the higher mystery of thought. Heaped up in your granaries this week, the next it will strike in the stalwart arm, and grow in the blushing cheek, and flash in the beaming eye. The slender stalk which we saw shaken by the summer breeze, bending under the yellow burden of harvest, is indeed the "staff of life."—Edward Everett.

THE COUNTRY CHURCH IN PERIL.

Some men have not found out that there is a country problem. The educators have found it out, the bankers, the scientific farmers, the economic leaders, the social workers. Have the preachers? With forty-eight per cent of all our Southern farmers tenants, and with thirty-eight per cent of our cultivated land tilled by tenants, with fifty-two per cent of the tenants moving every year, and with the average length of a tenant's residence in one place only eighteen months, has the country church no problems? With one-half of our preachers in the country receiving missionary aid because their charges fail to support them, is there no problem? With thirteen thousand congregations receiving from our preachers service only once a month, is there no country problem? With parennial Sunday-schools in the country the exception, is there no problem? With community life broken up in many places and the old country church gone, the problem is a burning reality with many conscientious people. What is to be done? The church must answer.—Dr. John M. Moore.

"What has become of my almond cream?"

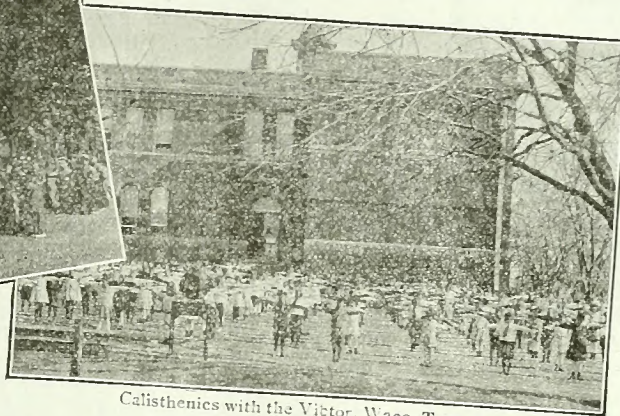
"Your almond cream."

"Yes, my complexion cream."

"I thought that was some fancy grub you got for the party last night, so I spread it on some sandwiches."—Louisville Courier-Journal.



The Victor in a Primary School in Japan



Calisthenics with the Victor, Waco, Texas

School Preparedness

A well-developed body is the best preparation for a well-developed mind.

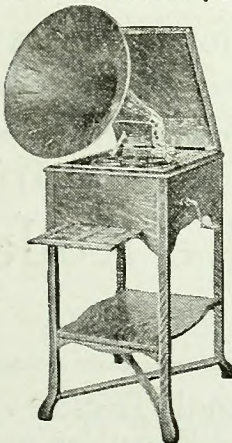
All that is needed is plenty of sunshine, fresh air and exercise, and an enthusiastic teacher who uses the

Victor and Victor Records.

Let the rhythmic music of the Victor accompany your pupils in marching, calisthenics, mass drills, folk dances and singing games.

Ten Folk-Dance Records by the Victor Band which should be in every school

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| 17567 | { The Needle's Eye (2) Jolly is the Miller |
| 10 in. 75c | { Looby Loo (2) Oats, Peas, Beans and Barley Grow |
| 17568 | { Let Us Chase the Squirrel (2) How D'y'e Do My |
| 10 in. 75c | { Partner (3) The Muffin Man |
| 17761 | { Soldier Boy (2) Did You Ever See a Lassie |
| 10 in. 75c | { Come Let Us Be Joyful (2) Kulldansen No. 2 |
| | { Seven Pretty Girls (2) The First of May |
| 17084 | { The Shoemaker (Danish) |
| 10 in. 75c | { Klappdans (Swedish) |
| 17158 | { I See You (Swedish) |
| 10 in. 75c | { Dance of Greeting (Danish) |
| 18010 | { Sellenger's Round (Old English) (English) |
| 10 in. 75c | { Gathering Peascods (Old Norwegian Mountain March) |
| 17160 | { Country Dance (Pop Goes the Weasel) |
| 10 in. 75c | { Mountain Polka (Fjäll-naspolska) (Swedish) |
| 17085 | { Bleking (Swedish) |
| 18004 | { Newcastle (2) Sweet Kate (Old English) |
| 10 in. 75c | { Black Nag (2) Grimstock (Old English) |
| 17331 | { Irish Lilt (2) Highland Schottische (Scotch) |
| 10 in. 75c | { Hop Mor Annika (Swedish) |



Victor XXV
\$67.50 special quotation
to schools only

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Four New Victor Records for School Use

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| 12 in. \$1.25 | { Patriotic Medley March, No. 1 (1) Hail Columbia |
| | { (2) Red, White and Blue (3) Tramp, Tramp, Tramp (4) Battle Hymn of the Republic |

Victor Military Band

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| 10 in. 75c | { (2) Gavotte from "Mignon" (Ambrose Thomas) |
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| | { (1) Moment Musical (Schubert) (2) Mazurka (Chopin) |
| | { William H. Reitz |

Songs from "Hiawatha"

- | | |
|---------------|---|
| 35617 | { (1) Ewa-Yea! (2) Wah-wah-taysee (From "Hiawatha's Childhood") (Bessie M. Whiteley-H. W. Longfellow) |
| 12 in. \$1.25 | { Elsie Baker |
| | { (1) By the Shores of Gitchie Gumee (2) Then the Little Hiawatha (From "Hiawatha's Childhood") (H. W. Longfellow-Bessie M. Whiteley) |
| | { Olive Kline-Elizabeth Wheeler-Marguerite Dunlap |

Band Accompaniments to Community Songs

- | | |
|------------|--|
| 18177 | { (1) Drink to Me Only With Thine Eyes (Old English Air) (2) Flow Gently, Sweet Afton (James E. Spillman) |
| 10 in. 75c | { Victor Military Band |
| | { (1) Annie Laurie (Lady John Scott) (2) Love's Old Sweet Song (Molloy) (From "18 Songs for Community Singing"—C. C. Birchard & Co.) |
| | { Victor Military Band |

Hear these selections at your nearest Victor dealer's and obtain a copy of the LIST OF NEW RECORDS FOR EDUCATIONAL USE. For further information write to

Educational Department

Victor Talking Machine Co.
Camden, N. J.

Victor



State School News

SCHOOL NEWS BRIEFS.

The season of "finals," "closing exercises," and "commencements" has arrived.

The city of Charlotte has just voted a bond issue of \$250,000 for its schools.

At Wilkes county school commencement 172 children received prizes for "perfect spelling."

Gaston County is preparing for another great fair in October. On School Children's Day (Oct. 10) all school children will be admitted free.

Handsome annual reports of their schools have just been issued by Superintendent C. W. Massey, of Durham, and Superintendent R. M. Gray, of Iredell.

Supt. E. L. Best, of Franklin County, has a right to take pride in the fact that fifty-five of his teachers have passed the Reading Circle examination.

In the month of March, through the co-operation of the city schools and the Chamber of Commerce, 657 orders for garden and flower seeds were filled for the school children of Raleigh who are interested in the plant-a-garden campaign.

A distressing scarcity of dust broke up a number of county commencements that were scheduled for April 5. Two of them at least—Wake and Franklin—were held the following week, though necessarily on a less elaborate scale.

If preparing for teachers' examination write Teachers' Supply Company, Grayson, Ky., for free current event folder.

TEACHERS WANTED \$100 TO \$150 MONTH.

All teachers should try the U. S. Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$1200 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. C 227, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Superintendent Conley announces an institute for McDowell teachers to be held in Marion, May 14 to 26, inclusive. Mr. S. L. Sheep and Miss Pratt will have charge of the class work. Following the institute, Mr. Sheep will take up his teacher-training work at Chapel Hill, and Miss Pratt will do six weeks of demonstration teaching in the A. & M. Summer School at Raleigh.

April 9th was "Library Day" at Buie's Creek Academy. It was the day appointed to receive donations of books and money for the library. "I believe we shall reach 500 volumes," wrote Rev. J. A. Campbell, the principal, on the 11th, "we now have about 400 books and nearly fifty dollars in cash, and contributions continue to come." Buie's Creek Academy has pupils all the way from the first grade to the eleventh.

As a substitute for the three R's and three S's (spelling, speaking and spanking) Governor Bickett, in a recent address at Bay Leaf School 'n Wake County, recommended a hive of B's: Bickett's bread, bacon, and buttermilk. "If I can get that taught in the schools of this State," he added, "the folks will admit that I have at least made an effort to earn my salary. When that condition is realized, instead of establishing immigration bureaus, we will have to build Chinese walls to keep the influx out."

Games and Plays in School

You may be called upon to coach basketball and football next year. Or it may be folk games, that will be added to your duties. Are you prepared to handle these newer phases of physical education?

Peabody College offers the following courses along these lines:--

Physical Education for Men, and for Women, 1 hr. credit.

Folk Games and Folk Dances, 1 hr. credit.

Folk and Classic Dancing, 1 hr. credit.
Elementary Swimming, $\frac{1}{2}$ hr. credit.
Advanced Swimming, $\frac{1}{2}$ hr. credit.

School Games and Festivals, 2 $\frac{1}{2}$ hrs. credit.

Swedish Gymnastics, 1 hr. credit. Theory and Practice of Swedish Gymnastics, 2 $\frac{1}{2}$ hrs. credit.

Physiology and Hygiene, 2 $\frac{1}{2}$ hrs. credit.
Playground Supervision and Equipment, 2 $\frac{1}{2}$ hrs. credit.

Organized Games and Team Work, 2 $\frac{1}{2}$ hrs. credit.

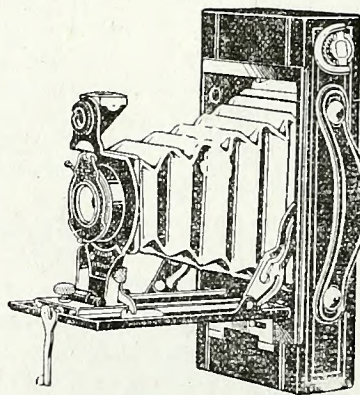
Coaching Basketball, 2 hrs. credit.
A course in Coaching Football will be open free to all registered students and will be conducted by the well-known football authorities:--Dan McGugin, Bradley Walker, and Owsley Manier.

A number of somewhat related courses in music, hygiene, and story-telling are also given.

The Summer Quarter extends from June 14 to August 31 (the first term from June 14 to July 21, the second term from July 21 to August 31.) Degrees of B.S., M.A., Ph.D.

George Peabody College for Teachers

NASHVILLE, TENNESSEE.



For Vacation Trip
Take Kodak
with you.

what is wanted. **HURD'S FINE PAPERS.**
POUND PAPERS.

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School Books and
School Supplies is not
half our line. If you
wish something to
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The editors of College papers in the State have done a progressive and useful thing in organizing the North Carolina College Press Association. They held their organization meeting at Chapel April 17. The following schools were represented: The State Normal and Industrial College, Greensboro; The University, A. and E. College, Wake Forest, Lenoir College, Greensboro College for Women, Meredith, Atlantic Christian College, Trinity and Davidson.

Only 33 boys and girls between the ages of 12 and 21 in Durham County are unable to read and write, according to the annual report of Superintendent of Education C. W. Massey, made public a few days ago. Seventeen of these are found in one district. Twenty-five of the 30 white districts do not report a single illiterate. Fifteen years ago, there were reported 375 illiterates in Durham County, the comparison thus showing a remarkable decrease.

Teacher Training Department at the A. & E. College.

Upon the recommendation of President Riddick a teacher training department has been added at the North Carolina College of Agriculture and Engineering. This course will take the place of the normal course now listed in the catalogue, and will devote itself primarily, for the time being, to training teachers of agriculture and rural economics for positions in the farm-life schools of the State. The work will cover the field of elementary pedagogy, including psychology, methods of teaching, history of education, school-room management, secondary and agricultural education, etc., and at the same time retain as much of the regular courses as is possible.

Twelve Reasons for a New School Building.

Supt. Jno. W. Darden is justly gratified at the result of the election of April 11 for a bond issue of \$15,000 for a new school building at Cresswell. The election was carried 10 to 1 in favor of the progressive measure. Not the least effective factor in the election was the work done by the school itself. A circular that did much good was prepared by the pupils of the eighth grade. It contained "twelve reasons why Cresswell should have a new school building," and since these reasons may help other communities we are glad to print them. They are as follows:

1. Because the community is advancing in all other lines, then why not in education?

2. Because the present building is over-crowded.

3. Because a new building would arouse interest in the pupils' work.

4. Because the community at large would become more interested.

5. Because the quality of the work in the school can not be shown in the present building.

6. Because a new building would attract more pupils into the high school.

7. Because the community is mostly judged by its churches and schools.

8. Because certain rooms in the present building have already been condemned for lack of light and ventilation.

9. Because with a new building we can expect a larger State appropriation to the high school which will result in better education.

10. Because the community needs a modern auditorium.

11. Because the present building is not fire-proof and in case of fire would merely prove a fire trap.

12. Because the boys and girls "WANT" a new building.

D. C. Heath & Co.'s New Books

Arden Shakespeare Series

Nine plays are now ready in the new edition, revised and set in large type. Each, 30 cents.

Elhuff's General Science

Rich in content, scientific in spirit, educative and instructive in the highest degree. Cloth. 442 pages. \$1.28.

Elhuff's Laboratory Manual

Practical exercises illustrating and extending the work in the above text. May be used without extensive laboratory equipment. Cloth. 90 pages. 48 cents.

Knowles' Oral English

A manual treating the preparation and delivery of effective and gracious public speech. Cloth. 350 pages. \$1.20.

Sandwich's How to Study and What to Study

First aid to students in first-year English courses in secondary schools. 60 cents.

Sanford's The Story of Agriculture in the United States

Presents the important facts of our agricultural history and shows their significance in the history of the nation. Cloth. 402 pages. \$1.12.

Weeks' The Avoidance of Fires

Practical suggestions for young and old, employer and employee, by which the annual waste by fire may be reduced. Cloth. 133 pages. 60 cents.

Nelson's Spanish-American Reader

The products, physical features, commerce, cities, life, customs, literature, and ideals of Spanish America. In Spanish, with notes and vocabulary. Cloth. 377 pages. \$1.25.

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In Speaking of the Primer of

The Child's World Readers

The Journal of Education (Boston) says:

"As beautiful a primer as art has made, as pedagogical an effect as has ever come to the little people, as fascinating a child's book as mother, teacher or child could ask for home or school.

Here the South presents a book that has no prejudice lurking in its pages, no local traditions nursed, a book that can be used in Boston, New York, Chicago, or San Francisco with as keen artistic relish as in Richmond, Charleston, Mobile, or New Orleans.

Miss Withers, Mrs. Browne, and Mr. Tate came near being the Big Three in Southland elementary education, and among book makers they are as national as any of our great primer makers.

For artistic effect this primer leaves nothing to be desired, while the classification of selections into To Be Read to the Children, To Be Read by the Children, and To Be Memorized, is scientific and pedagogic."

B. F. Johnson Publishing Co.

RICHMOND, VA.

Waynesville Wins the Aycock Championship Cup for Debaters.

At Chapel Hill April 20 Waynesville high school represented by Vinson Smathers and Roy Francis defeated the two brilliant debaters from Mount Olive high school, Misses Gladys Andrews and Emma Lindsay. The debate came as the culmination of one of the most interesting and closely contested events in the history of high school debating in the State. The two teams which met in the finals tonight were not chosen until late in the afternoon. The judges were Professors H. H. Williams, L. P. McGhee, Edwin Greenlaw, H. W. Wagstaff and W. S. Barnard. The Aycock trophy cup was presented the winners by Mr. R. O. Everett, of Durham.

The youthful debaters showed a surprising mastery of the subject matter and in the rebuttals especially manifested a mastery of the technique of formal argument. This is the second time that a team of boys has debated with a team of girls and the first time the boys have won.

East Durham and West Durham Voted Special School Tax.

The special tax election held in the West Durham school district April 10 resulted in a most decisive victory for the advocates of the additional tax. Out of 399 registrations, 35 persons voted for the measure, ninety-three voted against it and seventy-one failed to vote. The measure provides for an additional levy of five cents on the hundred dollars property valuation and fifteen cents on the poll, the present tax being twenty cents on the property and sixty cents on the poll. The additional funds will be expended in securing more teachers so as to decrease the average number of pupils per teacher, this having been necessitated by the rapidly increasing enrollment. The election followed a hard fought campaign and friends of the school are much gratified with the result.

The East Durham State High School followed the lead of the West Durham School and voted an additional tax of 5 cents. The additional funds will also go into teachers' salaries.

Send for This Canning Circular.

Acting on the principle that no more patriotic duty can be performed by the women and girls of the State than the canning of every ounce of surplus fruit and vegetables, the North Carolina Agricultural Extension Service is undertaking an extensive enrollment of girls and women in canning club work for this purpose.

Over three thousand have already been enrolled. With the additional number of adults who will join in this work with the girls, it is expected that no less than 10,000 girls and women will be receiving instruction from the members of the Home Demonstration Division.

As an aid in instructing these girls and women Mrs. Jane S. McKimmon has prepared extension circular No. 11, "Canning and Preserving with 4-H Recipes," which deals with the subject according to the rules and regulations adopted by the Agricultural Extension Service. Recipes in the circular have been tried out personally by Mrs. McKimmon and found to be the best among many that were suggested and offered. Twenty-five thousand copies of the circular have been printed but more than half of these have been distributed on request to ladies of the State. The remainder are available to those who write for them immediately. Address the Agriculture Extension Service, Raleigh, N. C.

A mustering officer, in the early days of the war, before England was aroused, says the Chicago News, met on the street of a coast village a strapping fellow about twenty-one years old. The officer hailed him.

"See 'ere, me lad," he said, "are you in good health?"

"I are," said the youth.

"Are you married?"

"I aren't."

"'ave you anyone dependent on you?"

"I 'ave not."

"Then your King and country need you. Why don't you enlist?"

"What?" he said. "With this bloomin' war goin on? You must think I am a silly fool!"

How to Teach Agriculture in the Rural Schools---County Superintendents and Institute Instructors, are you planning work in agriculture for your summer institute? We can help you. Ask for our catalog on Charts--Slides--and Lecture Books on agriculture and related subjects. Educational Dept., International Harvester Company of N. J. Harvester Bldg. Chicago.

EAST CAROLINA Teachers Training School.

A State school to train teachers for the public schools of North Carolina. Every energy is directed to this one purpose. Tuition free to all who agree to teach. Summer term begins June 12, 1917.

For catalog and other information address,

C. W. WILSON
DIRECTOR,
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Library for George Peabody College.

At a meeting of the Board of Trustees of George Peabody College for Teachers, held in Nashville on March 12, President Payne announced the gift of \$180,000 for a library building from the Carnegie Corporation of New York. At the meeting Monday the trustees provided for a permanent annual expenditure upon the library of \$10,000.

It is the purpose of Peabody Teachers' College to establish one of the best libraries for teachers in the United States. With this splendid gift from the Carnegie Corporation and the annual contribution of \$10,000 from the college trustees, together with the 50,000 volumes which were accumulated at Peabody Normal and the University of Nashville for the past hundred years, now the property of Peabody Teachers' College, it is assured that the very greatest teachers' library in the South will soon be housed at Peabody Teachers' College.

It is not general known that the library which was transferred to Peabody Teachers' College by Peabody Normal and by the University of Nashville was for many years the oldest, largest and best teachers' library on the American continent.

New School Building for North Monroe.

A new \$5,000 school house is to be erected in North Monroe. This

decision was reached in April when the board of aldermen of the city appropriated \$1,000 for the purchase of a site, consisting of several town lots, at the corner of Beard and Winchester streets. The old school, a wooden structure, is located on the corner of Allen and Mill streets

and the rooms are insufficient, too small and the building is located in a congested business section. The building to be erected will have all modern equipment and the rooms will be of sufficient size to meet the conditions that may arise for years to come.

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J. Y. JOYNER, State Superintendent of Public Instruction.	T. E. BROWNE, State Supervisor of Secondary Agricultural Education.
W. A. WITHERS, Vice-President of the College.	F. M. HARPER, Superintendent of Raleigh Public Schools.
J. HENRY HIGSMITH, Dean of School of Education, Wake Forest College.	JOHN A. PARK, Representing the Raleigh Chamber of Commerce.
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THIRTIETH SESSION, JUNE 12-JULY 27, 1917.

The thirtieth session of the Summer School for Teachers will open on June 12th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 27th. The days for registration will be June 12th and 13th.

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4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
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7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

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EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address **N. W. WALKER,**
Director of the Summer School, Chapel Hill, N. C.

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Summer Quarter, 1917
1st Term June 18-July 25
2d Term July 26-Aug. 31

Detailed announcement will be sent upon application to the

Director of the School of Education
Information regarding the Graduate and Undergraduate Departments of Arts, Literature, and Science, the Divinity School, the Law School and the courses in Medicine will be sent on application to the

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Asheville to Issue More Bonds.

The city commissioners of Asheville decided to call a special election for June 9, at which time the citizens of the city will be called upon to vote a special bond issue of \$150,000 for the completion of the new high school building. The building is being erected by Longest and Tessier, of Greensboro, and foundation work and much of the first floor of the big building has been completed. The first bond issue was for \$200,000, but it has been found by the commissioners that this sum will not near cover the cost of the erection of the building owing to the increased cost of materials of all kinds.

The election will be held on the same day that the citizens of Asheville and West Asheville vote on the question of annexing the town of West Asheville to Asheville. The two elections will be the first to be held in this county under the new Australian ballot systems, which was passed by the last general assembly and made applicable to Buncombe, Henderson and Madison.

The completion of the new high school will give Asheville one of the largest and most costly high schools to be found in the State. While \$200,000 was originally planned for the building, only \$75,000 will be used of the new bond issue, the remaining \$75,000 being used to improving the other public school buildings of Asheville. Asheville is perhaps one of the few cities of its size to be found in the South where every public school is so crowded that the pupils cannot find seats. But this condition has prevailed here for several months and the city commissioners have had the matter of improving the schools under consideration for a long time.—Greensboro News.

The Victrola in the Shelby School.

The Victrola is proving to be one of the most valuable assets of the school. We may never hear the great artists sing, but we can become familiar with their songs by hearing them on the Victrola. It is used frequently at the Chapel ser-

vices, and the smaller children learn to sing with it. We join with Thackeray in saying, "Music is irresistible, its charities are countless; it

stirs the feelings of love, peace, and friendship as scarce any mortal agent can."—The Shelby Public Schools Reflector.

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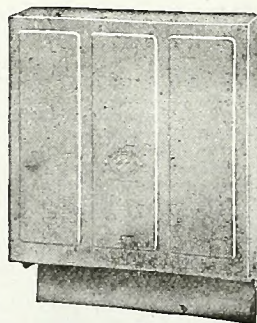
Almost the Whole South Calling for Good Teachers

WE have on file TODAY requests to nominate for next fall men and women to fill college and high school positions in biology, chemistry, agriculture, general science, mathematics, history, education, philosophy, English, Latin, French, German, Spanish, home economics, manual training, physical culture and other specialties, and also for high school principals and grade teachers, salaries ranging from \$500 to \$2,000. The calls come from nearly every State in the South, and these positions, with many others equally good, will be filled during the next six weeks.

If you are a well equipped specialist in ANY line, we may be in a position to help you. Write now for registration form.

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Write us immediately if interested in a new position.

Full information will be sent upon request.

Southern Educational Bureau,
Raleigh, N. C.

The Executive Committee Expresses Appreciation.

By direction of the Executive Committee of the North Carolina Teachers Assembly resolutions have been forwarded the chairmen of the committees on education of the House and the Senate in the recent session of the General Assembly, Messrs. L. P. McLendon and John A. Oates, for their efforts in behalf of the educational legislation. The committee, likewise, reaffirmed in resolution the confidence of the teachers of the State in Dr. Joyner and pledged anew their co-operation and support.

The resolutions read:

"Whereas, The Legislature of 1917 enacted into law every important item proposed by the State Department of Education and endorsed by the North Carolina State Teachers' Assembly, thus going on record as the most favorable to schools and the cause of public education of any Legislature within our memory; and

"Whereas, The passage of these several important educational measures was so largely due to the splendid leadership and the intelligent and untiring efforts of the chairmen of the House and Senate Committees on Education; and

"Whereas, We desire to make it known to these gentlemen that the teachers of North Carolina duly appreciate the unselfish, loyal and patriotic service which they have rendered their State and generation; now, therefore, be it

Resolved by the Executive Committee of the North Carolina State Teachers' Assembly:

"1. That, on behalf of the teachers and the teaching profession in North Carolina, we extend to Hon. John A. Oates, chairman of the Senate Committee on Education, and to Hon. L. P. McLendon, chairman of the House Committee on Education, a vote of thanks and appreciation for their faithful and patriotic services in behalf of better schools and better teaching.

"2. That we reaffirm our confidence in and our admiration for our

State Superintendent of Public Instruction, Dr. J. Y. Joyner, and pledge to him anew our whole-hearted co-operation and loyal support in advancing under his matchless leadership the cause of popular education in North Carolina.

"3. That the Secretary be instructed to send to each of these gentlemen a copy of these resolutions and to furnish copies to the press for general publication."

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State Normal and Industrial College

Summer Session June and July, 1917

COLLEGIATE COURSES June 1 to July 27 (Eight Weeks). **TEACHER TRAINING COURSES** June 15 to July 27 (Six Weeks). **HOUSEKEEPERS' COURSES** June 15 to July 27 (Six Weeks). **TEACHERS' INSTITUTE COURSES** July 13 to July 27 (Two Weeks).

The State Normal and Industrial College is maturing plans to give the teachers and other women of the State exceptional advantages during the next Summer Session. The collegiate work will begin June 1st and the teacher training courses will begin June 15th, and the session will close July 27th. Among other interesting features the following may be mentioned:

I. Courses for college entrance:

These courses are intended to meet the needs of those young women who wish to enter college next fall but find themselves deficient in one or two units required for admission.

II. Courses with college credit:

Many of the regular college courses will be offered and when completed in a satisfactory manner will give the students pursuing them college credit.

III. Courses for teachers of the primary grades:

Strong courses in primary methods and such other subjects as will aid the primary teacher will be offered.

IV. Courses for grammar grade teachers:

Abundant provision will be made for teachers of the grammar grades of our schools.

V. Courses for teachers:

The Department of Education and the other departments of the College will offer work especially designed to be helpful to the high school teachers of the State.

VI. Special lectures:

Arrangements have already been made to have a series of lectures by Dr. W. H. Kilpatrick, of Teachers College, Columbia University, on "Education;" by Dr. C. Alphonso Smith, of the University of Virginia, on "English Literature;" by Dr. Frederic L. Paxson, of the University of Wisconsin, on "American History." Several others equally prominent in the educational world will be added to this list.

VII. Teachers' Bureau:

A well organized Teachers' Bureau will be conducted at the College to aid those attending to secure desirable positions.

VIII. Living arrangements:

All students attending the Summer Session may secure board and room in the College dormitories at exceedingly low rates.

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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XI. No. 10.

RALEIGH, N. C., JUNE, 1917.

Price: \$1 a Year.

State Board of Examiners Adopts North Carolina Education

By unanimous vote, the State Board of Examiners and Institute Conductors has adopted **North Carolina Education** as a medium through which to reach the teachers of the State, especially in the work of the professional Reading Course. New teachers will be required to take the Reading Course and the teachers already in service will be required to continue their professional study either in the Reading Course or in the local clubs specially arranged. All of these teachers the publishers desire to reach during the early summer in order that the service we have been designated to render may be made as far-reaching and effective as possible. A great body of the teachers are already on our list, but these should renew and the new teachers should enroll in good time to receive the first new Reading Course number, which is expected to be issued by the last of August. The lowest rate for subscriptions in clubs of ten or more is 75 cents each. County and city superintendents will oblige us and serve the cause by informing all their teachers of these matters and urging the formation of clubs at their county institutes and other meetings. Although obliged by the mounting costs of publication to increase our minimum club rates, we are entering a campaign to enlarge the circulation of **North Carolina Education** beyond any point heretofore attained, and shall look with confidence for a hearty response to our efforts to render a wider and more effective service.

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NORTH CAROLINA EDUCATION

Vol. XI. No. 10.

RALEIGH, N. C., JUNE, 1917.

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THE DEPARTMENT OF EDUCATION TRINITY COLLEGE.

THE PURPOSE OF THE DEPARTMENT OF EDUCATION.

The purpose of the Department of Education is (1) to develop a greater appreciation of the value of the school as an institution in the history of mankind; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day and to equip the student for service in these fields as superintendent, principal, or teacher; and (4) to make a careful study of the educational conditions and needs in North Carolina.

OPPORTUNITY FOR TEACHERS.

In addition to the courses outlined below, the schools in the city of Durham offer excellent opportunities for observation and practice-teaching, which are a part of the required work of all students in the School of Education. This work is done under supervision in the Durham City Schools, the East Durham High School, the West Durham High School, and the Trinity Park School.

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1. **Theory and Practice in the Elementary School.**—This course is planned to prepare teachers for the elementary schools. Instruction is given in methods in the various elementary subjects by lectures, readings, reports and discussions, lesson-plans, and demonstration-lessons. Students are expected to serve as assistant teachers in the schools of Durham.

2. **The Learning-Process.**—(1) How to study; the purpose of the textbook and the relation of the textbook and the school to the life of the pupil. (2) Educational psychology and application of psychological principles to the learning process.

(3) **The Teaching-Process.**—The selection, organization, and presentation of the subject-matter for the different grades; type-studies in high-school and grammar-school subjects; lesson-plans; educational practice.

(4) **Secondary Education.**—This course is arranged for high-school teachers. Instruction is given in de-

partment methods by demonstration work, lectures, readings, and reports. Consideration is given to such problems as the arrangement, importance, and time of the high-school subjects, moral training, vocational guidance, and other persistent educational problems.

5. **Educational Administration.**—This course consists of a study of the principles of school administration, and is designed for superintendents and principals of city and rural schools. Problems of school finances and their administration, the grading and promoting of pupils, retardation and its remedies, medical inspection, reports, and discussions. Opportunity for original investigation of administrative problems is afforded.

6. **Comparative Education.**—This course consists of a comparison of the systems of education in Europe and America, with reference especially to the secondary school-systems of the United States, England, France, and Germany. Attention is given to the administrative organization of each system, its program of studies, methods of teaching, and to other specific problems, such as vocational education and provisions for the training and pensioning of teachers.

7. **History of Education in the United States.**—The origin and development of our public-school system; what society has demanded of the school in history; how educational practice has changed as the demands of society have changed; to what extent the school reflects the life of the people today.

8. **General History of Education.**—This course begins with a brief survey of present tendencies in education. These tendencies are then traced and studied as they originated and developed from pre-Christian and medieval influences, attention being paid particularly to Hebrew, Greek, Roman and medieval culture, to foundations of modern education, with special emphasis on the changing conceptions of the purpose, content, and method of elementary and secondary education, and to the manner in which these changes have been the result of religious, political, economic, and social changes. Modern educational movements and the contributions of modern educational reformers are considered.

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DURHAM,

NORTH CAROLINA.

THE WORK OF THE STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

(Taken from the Minutes of E. E. Sams, Secretary.)

The State Board of Examiners and Institute Conductors held its first session April 23. All the members were present. The session continued two days and adjourned to meet again in the office of the State Superintendent of Public Instruction May 12. When the meeting adjourned in April, the secretary was instructed to invite representatives from the various colleges and teacher training schools of the State to meet with the Board on May 12. In accordance with this invitation the following representatives were present:

Dr. I. J. Foust, State Normal and Industrial College; Dr. L. A. Williams, University of North Carolina; Dr. H. W. Chase, University of North Carolina; Dr. E. C. Brooks, Trinity College; Dr. Thos. C. Newlin, President, Guilford College; Dr. W. C. Wicker, Elon College; Prof. C. W. Wilson, East Carolina Training School; Miss Mary O. Graham, President of Peace Institute; Miss Mary Shannon Smith and Mrs. W. J. Ferrell, Meredith College; Prof. A. C. Reynolds, Cullowhee; Prof. Nicholson, Greensboro College for Women; Prof. Gustav Hagedorn, of the North Carolina Music Teachers' Association; Prof. T. E. Browne, A. & E. College; Mr. W. C. Crosby, Executive Secretary of the Community Service Bureau; and the following from the State Department of Education: Prof. N. W. Walker, Prof. L. C. Brogden, Prof. N. C. Newbold, Prof. W. H. Pittman.

Purpose of the Joint Meeting.

The purpose of this joint meeting was to secure as much advice as possible concerning standards and requirements which the Board should make for the issuance of certificates. The Board and the representatives referred to above sat together throughout the day. After adjournment of the joint meeting the Board continued in session until the 16th, during which time a great deal of very important business was transacted. A full report of the Board is given below.

Provisions for Renewing Certificates Now in Force.

One of the first acts of the Board was to provide "That all first-grade county teachers' certificates expiring in 1917 be extended until June 30, 1918, provided the conditions heretofore required for the renewal of such certificates have been complied with, upon recommendation of the county superintendent of the county in which the expiring certificate was issued or approved, and upon approval of the county superintendent of the county in which the holder of such certificate teaches, to be valid only in said county."

It was the sense of the Board that provisions be made for issuing State-wide certificates to all teachers who comply with the rules and regulations to be formulated by the State Board of Examiners and Institute Conductors, to be published about June 1, 1917.

It was further provided "That the Board issue temporary certificates to all city superintendents, county superintendents, and assistant superintendents in service March 5, 1917, valid for a term of two years from June 30, 1917."

It was understood that rules and regulations for the issuance of permanent certificates to superintendents and assistant superintendents would be made and announced by June 1st.

It was decided to "notify all superintendents of city, town, or chartered public schools that we will issue to all teachers of said schools temporary certificates of the grade recommended by them under section 3 of an act to establish a State Board of Examiners and Institute Conductors, these certificates to be valid for one year; that we will issue permanent certificates as rapidly as we can examine the records of the teachers and pass upon the evidence of their qualifications."

Moreover, it was moved that temporary certificates of the grade recommended, valid until June 30, 1918, be issued to teachers of experience of this State, and all other States, upon the recommendation of the city superintendent of the school in which said teachers may be employed to teach.

It was also moved and carried that all high school teachers' certificates and five-year State teachers' certificates issued by the former State Board of Examiners and expiring July 1, 1917, be renewed in accordance with the rules and regulations now in force.

In cases where teachers have taught under first-grade county certificates, but did not teach last year, such teachers may be granted temporary certificates upon recommendation of the county superintendent.

* County superintendents and city superintendents are authorized by law to issue second grade elementary school certificates. However, it is the sense of the Board of Examiners who have the sole authority to grant principal's certificates, that a teacher holding a second-grade certificate cannot be principal of a school.

Elementary Certificates.

The following plan for the issuance of Elementary Certificates was adopted:

"That certificates be issued covering the elementary grades, that special primary certificates be issued covering the first three grades requiring additional professional training in primary methods; and that a special grammar grade certificate be issued requiring additional professional training in grammar grade methods."

The following regulation was adopted concerning the issuance of elementary certificates to officials for certificate without examination:

"That the academic requirements for a first-grade elementary school teacher's certificate, without examination, be the work of a four-year high school approved by the Board, or its undoubted equivalent, and that the minimum requirements for professional credits without examination for the elementary teacher's certificate be the equivalent of one three-hour course in theory and practice of teaching pursued one year in the approved colleges and normal schools, provided that the equivalent of three five-hour courses in an approved summer school for not less than six weeks be accepted in lieu thereof; and further that the one-year certificate be issued without examination to all appli-

cants possessing the required academic credits, at the expiration of the one year, however, a regular certificate be issued only on condition that the holder of the temporary certificate shall have satisfactorily completed one year's work in the reading circle and the work of one institute, or the required attendance on an approved summer school."

The regular elementary certificate will be issued for two years after which time it may be converted into a permanent certificate subject to the rules and regulations.

Special Primary and Grammar School Certificates.

The Board decided to issue special primary and special grammar grade certificates good for three years subject to renewal for another three years, or to be transformed into permanent certificates under such rules and regulations for the same as may be made by the Board.

It was moved and carried that applicants be given academic credit for special primary certificates upon two years' work above the academic requirements for the general elementary certificate or for graduation from any approved normal school.

The minimum of professional requirements for the special primary certificates shall be two three-hour courses, not less than one year of which shall be devoted to special primary methods, in an approved normal school or practice school; or in lieu of professional requirements, not less than three years' successful experience in teaching.

It was moved and carried that for the special grammar grade certificate, the academic requirements shall be the same as for the special primary certificate, and that the professional requirements shall be the same as for the special primary certificate, except that the same amount of specialized work be done and experience be had in the grammar grades.

It was the sense of the meeting that the five-year certificates now in existence be renewed, but that no new ones be issued.

Certificates for Supervisors and Special Teachers.

Provisions were made also for issuing elementary supervisor's certificate as follows:

"Elementary supervisors' certificates, good for two years, may be issued without examination upon satisfactory evidence that applicant is a graduate of a college of not less than "B" grade, or approved normal school, and has had three years' experience in teaching the elementary branches; or in lieu of the normal training, two additional years of experience."

Moreover it was decided to issue a special primary supervisor's certificate and a special grammar grade supervisor's certificate upon the same conditions as for the elementary supervisor's certificate, except that the required experience shall be in the grade which holder proposes to supervise.

It was the sense of the Board that the rules for accrediting for college work shall be the same as those heretofore adopted and used by the former Board.

The Board adopted the rules and regulations of the former State Board of Examiners in regard to the issuance of farm-life certificates and home economics certificates.

High School Certificates.

The old State Board of Examiners that had been certificating high school teachers and principals is

abolished and the duties of that Board are assumed by the State Board of Examiners and Institute Conductors. One of the first acts of the new Board was to adopt the rules and regulations of the old Board. Therefore no change has been made in the method of issuing State high school certificates. However, certain acts have been passed that will be of interest to many teachers.

The Secretary was instructed to convert all preliminary certificates into regular certificates under the rules and regulations of the former State Board of Examiners.

Holders of preliminary certificates who have taught in elementary schools, but not in high schools, may have their certificates converted into regular certificates.

Preliminary certificates issued on special subjects, authorized by the former State Board of Examiners, but not used last year, may be extended for one year.

Preliminary certificates held by teachers teaching in another State high school extended for one year to teach in North Carolina.

Holders of certificates that expired one year or more ago may be given their academic credits previously allowed, but they shall be required to conform to the requirements for professional credits.

Anyone holding an assistant high school teacher's certificate may be allowed to add other subjects by credits, or by examination, and these certificates may be transformed to credits for a principal's certificate insofar as these credits go.

Moreover, it was the sense of the Board that other subjects may be added to a high school principal's certificate by credits or examination.

The Board decided to grant temporary certificates, good for one year, upon recommendation of county superintendents, to teachers now in service, to teach high school subjects in schools other than specially chartered schools in which certificates for teaching the same have not been heretofore required, valid only in such schools and in such counties.

County and City Superintendents' Certificates.

The Board fixed the requirements of the county and city superintendents' certificates as follows:

The academic and professional requirements for city and county superintendents' certificates shall be the same as those for the high school principals' certificates, with the exception that an applicant for a superintendent's certificate must have had not less than two years, of not less than twenty weeks each, of successful experience in school teaching or supervising schools within the five years next preceding the date of the issuance of the certificate.

It was further provided that the superintendent's certificate be for two years, after which time it may be converted into a three-year certificate, or into a permanent certificate, subject to the rules and regulations of the Board.

A special superintendents' certificate was authorized for those who have not had the above experience in teaching as follows:

The Board offers special superintendent's certificate, good for three years, based on academic requirements for graduation from a standard college, for not less than nine college hours' work in education with not less than three of them given to administration, and experience in teaching as required in the regular superintendent's certificate,

THE WAKE COUNTY PLAN

By E. C. Brooks.

Wake County has set a standard for the other counties of North Carolina. It is a recognized fact that the business administration of a county's educational work is so great that it is almost impossible for a superintendent in a large county to be both an efficient business administrator and a professional director. Superintendent D. F. Giles, the retiring superintendent of Wake County, recommended to the board of education an educational plan that divides the work of the county superintendent into two distinct departments—that of superintendent who will have in charge only the professional side of the work, and of business manager, who will superintend the business side of the work.

The Plan.

In the past, the superintendent has been in charge of practically all office details and direction of the work throughout the county. The business of the office naturally demanded much of his time and visitation to schools was not as often as it should have been. All the office work now will be taken care of by the business manager and the superintendent will be free from all business details which will enable him to give his entire time to the professional work of the schools, supervising and directing actual school room instruction. The board under this plan, is responding to the increased demand that the superintendents exercise more professional functions. Baltimore County, Maryland, has set the pace in the Southern States with this educational idea which has been accepted by the leading educators throughout the country.

This last important recommendation of Superintendent D. F. Giles is perhaps the best service he has rendered the State and in accepting it the Board of Education of Wake County has set a new pace in educational administration in North Carolina. Superintendent Giles, therefore, resigns from the superintendency of Wake County schools to accept a place on the State Board of Examiners and Institute Conductors with a great piece of constructive work to his credit which will be an object lesson for other counties.

The New Business Manager.

In filling these two positions the board of education acted with deliberation and selected wisely. The chairman of the board of education, Mr. L. J. Sears, was selected as business manager.

Mr. Sears, who retires as a member of the board, has been identified in educational work in Wake for ten years, the past four of which he served as chairman. He has possibly given more service to the work in the county than any other man in Wake and is thoroughly acquainted with the progress and conditions in every district throughout the county. He is in a position to give Wake a more efficient service as business manager to the board than the county has yet enjoyed.

The New Superintendent.

The board of education went in search of the best trained man professionally it was possibly to secure. Dr. E. W. Knight, professor of education of Trinity College, was selected. Dr. Knight is a native of Northampton County, North Carolina. He received his early education in the rural schools and at Trinity

Park School. Later he attended Trinity College, where he received the degree of Bachelor of Arts in 1911, and later the degree of Master of Arts. He received the degree of Doctor of Philosophy from Columbia University, New York, in 1913. Dr. Knight has taught at Trinity Park School, at the East Carolina Teachers' Training School at the Richmond Normal College and in teachers' institutes. For the past four years he has been professor of education in Trinity College. Dr. Knight has also attained prominence as an author. One of his best known books is "Public School Education in North Carolina," which has been adopted for use in the North Carolina teachers' circle work. He is also in demand as a lecturer. This summer he will deliver a series of lectures at Dartmouth College, in New Hampshire.

In an interview given to the press of the State immediately after his election, Dr. Knight in speaking of the Wake County plan said:

"In the rural school this problem of supervising the work of the teacher while in service has been most difficult, because the county superintendent has too long been regarded as a clerical and statistical officer, instead of an educational director, with duties which called primarily for technical skill and professional training. Even yet his duties are too often clerical and routine, but if the office is to render the best service, it must be relieved of much business and fiscal detail and made free for purely professional service. The plan which Wake County now inaugurates looks to that end, and in its adoption the county takes an advanced step in rural educational administration, not only in this State but in the South. The country in undertaking to do for its rural children what the most progressive urban communities are seeking to do for their children. The plan is in absolute harmony with the most advanced and the soundest principles of educational organization and administration in the United States, and those who are acquainted with its details have great confidence in its success."

If you are a growing teacher, you will find **The World Book** in eight volumes a treasure house such as you have not seen before. In its modern topics, its style of treatment, and its outlines and questions for study in connection with a vast number of important subjects, it is a departure from the old-fashioned encyclopaedia. The task set by its makers was that of selecting out of the world's knowledge what is "most interesting, illuminating, and useful" and of presenting it so that it can be "comprehended, enjoyed, and utilized alike by young and old." The publishers (whose address will be found in their page advertisement elsewhere) will send you circulars, sample pages, or even a copy of Volume I for examination, with prices, upon application direct to them.

The subscription price for **North Carolina Education** is one dollar a year (10 months). The rates to clubs stand regularly at the head of the editorial page. They are as follows: **Two to four** subscriptions in one club, **90 cents each**; **five to nine** in one club, **80 cents each**; **ten or more** in one club, **75 cents each**.

A TENTATIVE COURSE OF STUDY---III

(DURHAM CITY SCHOOLS.)

THIRD GRADE.

Reading.

When the child enters the third grade, he should know the phonetic combinations well. This does not mean that he will have to review them. As often as possible, at least three times a week, there should be a quick, snappy drill. Some days the chart may be borrowed from the second grade. Vary the drills or they will drag. Make the child independent by holding him responsible for any word that can be sounded. If it is a word of more than one syllable, have him divide it. Mark for him a long or short vowel that he does not know the reason for, place the accent. In this way the pupil is being trained to use the dictionary. It is very important for the child to know when he is correct. Make him responsible for certain words, phrases and sentences. Impress upon him that, if he is not sure of the words and interpretation, he should come to the teacher at some time set aside for this particular study, (the eight-thirty to nine period is an especially fit time) and she will help, not tell him.

Have at last two drills a week for correct pronunciation and clear enunciation.

There need not be quite so much oral reading in the third grade as in the second. But until the teacher knows the children well, there should be oral reading every day.

Too much stress cannot be put on silent reading. Have silent reading every day. Everyone in life reads silently, but very few read aloud very often. Get the thought and require speed.

Dramatize every story that can be dramatized. Give this over to the children (teacher suggesting when necessary). Discussions and kindly criticisms follow play. It is well to play some stories using the book.

Have the children illustrate certain parts or paragraphs of poems and stories.

Have them name the pictures in separate stanzas of poems, also groups of stanzas.

Have them name the pictures in paragraphs having a clear, out-standing, main thought.

Let the preparation of the reading come in the study period, and when the reading period comes, read for the very pleasure of reading, both for self and others. If the lesson period is not long enough for both preparation and reading, have preparation one day and reading the following day.

Encourage the children to read at home. Advise as to what should be read. Ask some child each week to bring in and read some story that he likes. After the reading, have another pupil tell the story. Having this done show the pupil who reads the story that he must do it so that others may get and enjoy the story.

Readers for Third Year.

Basal—Aldine Third Reader.

Additional:

Readers: Elson III, Riverside III, Free and Treadwell III, Stories of American Life and Adventure, Old Stories of the East.

Supplementary:

Readers: Seven Little Sisters, Each for All, Arlo, Pinocchio, Robinson Crusoe, Art Literature, Third Reader.

Requirements for Promotion to Fourth Grade.

Satisfactory completion of the Basal Reader and of five additional readers. Ability to grasp quickly the thought in sentence and short paragraph, to get any phonetic word, and to read aloud fluently, with well modulated voice, enunciating clearly.

Spelling.

More teaching, less testing.

Review, Review, Review.

Oral.

Oral spelling at least three times a week. Sentences and short stories made using the new words each day.

Written.

Written spelling at least three times a week. Words dictated, sentences dictated, original sentences and stories.

Use letter cards for sentences for seat work

Keep a list of words missed by each pupil. Have each pupil spell often the words he has missed until they become fixed. Hold pupils responsible for the spelling of words in all written work. If a child does not know how to spell a word in his written work, tell him rather than have him spell it incorrectly.

Assign only a few new words a day. Be sure to teach these and constantly review previous lessons.

Suggested Text Book.

Aldine Speller—Book II—Part One.

Follow Manual.

Words in the child's daily vocabulary should be taught.

Requirements for Promotion.

Aldine Speller—Book II—Part One.

Language.

Aim—To train the child to express his own thought freely, correctly, fluently, in both oral and written work.

Have definite periods for language lessons (although every lesson should be a language lesson). There must be at least three oral lessons and one written lesson each week.

Oral.

Reproduction of short story or long story (in parts)—one each week.

Picture Story.

Dramatization.

Class Story.

Original Story.

Written.

Reproduction.

Copying.

Dictation.

Original.

Class Story or Poem.

Formal.

Margin and indentation of paragraph.

Statement.

Question.

Capital:

(a)—Beginning of sentence.

(b)—Names of persons and places.

(c)—I.

(d)—Titles.

- (e)—Beginning of Quotation.
 (f)—Days of week, month.
 (g)—State, County, Street, or Avenue.

Period:

- (a)—End of statement.
 (b)—In abbreviations.

Quotation Marks.

Comma in sentence with quotation.

Use of there, their; here, hear; know, no; knew, new.

Suggested Text Book.

Aldine Language Book I, Chap. I—V.
 Follow Manual.

Memory: (Suggested).

September—Helen Hunt Jackson.
 How the Leaves Came Down.
 Thanksgiving Day.
 Luke II, 8-14.
 Child's World.
 Wynken, Blynken, and Nod.
 America.
 Carolina (one stanza).

Stories to be Read or Told.

Grimm's Fairy Tales.
 Arabian Nights.
 Adventures of Ulysses.
 Selections from Alice in Wonderland.
 Riley's Poems (selections).
 Water Babies.
 Little Lame Prince.
 Black Beauty.

Requirements for Promotion.

Aldine Language Book I, Chap. I—V.
 Memorize five poems.

Arithmetic.

There should be a short oral drill every day. It is very important to have drills short, snappy and varied. (Fassett Number Tests are splendid for drill). Contests between sides, rows, classes, and individuals always arouse interest. Have a written test at the end of each week and month. These tests will show each pupil where he needs most work. Sometimes when it seems quite difficult for certain pupils to grasp a new process, the teacher will find that a pupil in the class is a better helper than she is. This, of course, helps both pupils.

Suggested Text Book—Stone-Millis Primary Arithmetic.

Review second year.

Reading and writing numbers through 9999.

Roman numerals to C.

Units, tens, hundreds, thousands.

Addition—Combinations; quick column addition; addition, carrying.

Subtraction—Subtraction facts; subtraction borrowing.

Multiplication—Nine tables.

Division—Short division.

Problems involving above, stating and explaining process.

Quick oral problems.

Measures, practical: Inch, foot, yard, gill, pint, quart, gallon, peck, bushel. Second, minute, hour, day, week, month, year. Cent, nickel, dime, quarter, half-dollar, dollar. Ounce, pound.

Have problems using these measures:

Sell milk (using water).

Sell fruit and vegetables.

Sell ribbon (using string).

Play store, selling anything the children are used to buying.

A good plan is to have the children bring empty boxes,

cans and bags from home. Then it seems as if they are buying and selling the real goods.

Requirements for Promotion:

The pupil must know nine multiplication tables reasonably well, and be able to do short division.

Geography and History.

City of Durham:

History.

Location.

Size—Compared to other well known cities of North Carolina.

Principal streets, map of main thoroughfares, homes.

Business houses, name and location.

Public buildings.

Government buildings.

Manufacturing plants.

Schools, name and location.

Government.

Transportation.

Columbus—Discovery of America.

Pilgrims, Settlers of New England.

Washington—Beginning of republic.

Lee and Lincoln.

Memorial Day.

ART.

Aim.—The aim in the third year is the same as that in the first and second years.

Object Drawing and Illustration.

Study objects more complicated in form—striving for ability to represent general shapes and proportions correctly without attempting to show perspective effects. Study and draw animal and bird forms, constructed forms and landscapes, people and plants. Teach the meaning of and compare vertical, horizontal and oblique lines; straight and curved lines; parallel lines forming an angle. In planning illustrations for history, geography and language subjects, study and learn to draw the elements needed in these pictures, then combine these elements and arrange them in their proper interior or landscape setting. Make collections of pictures and descriptions illustrating the subjects being studied and encourage children to do the same.

Construction and Design.

Construct familiar and useful forms as boxes, baskets and greeting cards by measuring, cutting, folding and pasting. Learn to use rulers showing inch and half-inch divisions in making familiar forms and half-inch divisions in making familiar forms book-covers and gifts. Print letters having two guide lines—emphasizing erectness of letters, equality of height and spacing of words to insure legibility. Decorate, with harmonious colors, constructed forms and pages and covers of books by the use of combinations of lines, or the shapes of objects forming decorative units, borders or surface designs.

Color.

Review previous color study. Distinguish between and make use of the tints and shades of colors. Have drill in comparing and matching colors. Use harmonious colors in all designs.

Centers of Interest.

Let the choice of forms to be studied be determined by the needs of the pupils in their development of a series of drawings illustrating some def-

inite center of interest. The following table presents a year's work under possible centers of interest:

Months	Centers of Interest	Subjects Correlated	Emphasis or Aim
Sept.—	Nature — (the season) Weather signals	Nature study	Color and construction
Oct.—	Nature — or community life (a) transportation (b) occupations	Nature study, civics	Color and object drawing
Nov.—	Thanksgiving — (pioneer life)	History	Illustration and design
Dec.—	Christmas— (The shops)	History, arithmetic, civics	Design and construction
Jan.—	Toys, or the story of a useful invention	Language and history	Object drawing, illustration
Feb.—	Historic Days or the story of a useful invention	History and language	Illustration and design
March—	Home geography or community life or historical study of transportation	Geography, history, civics	Construction, object drawing, illustration
April—	Nature — (the season)—the story of a useful invention	Nature study, history	Object drawing, illustration, color
May—	Nature or home geography continued.	Nature study, geography	Object drawing, color

STORY TELLING IN THE ELEMENTARY GRADES.

Stories that are suitable for reproduction are difficult to find. Therefore each teacher should know how to write stories, that suitable ones may be chosen and the best to be obtained given to the class. The following characteristics must be taken into consideration in writing or choosing stories.

Characteristics of a Reproduction Story.

1. Short. The average story is too long and the interest of the class is very often sacrificed. We must bear in mind that the habit of inattention if allowed to form is sure death to effective work.
2. Dramatic. Children are not specially interested in the detail or description of a story, but vitally so in what happened in the action of it.
3. Clear in Outline. Many stories fail in this particular because too many characters are introduced and a small child becomes confused in the telling or relating of events.
4. Vivid Mind Picture. After a story has been written or chosen, it is a good plan to close one's eyes and try to picture the story.
5. Conversational. The more conversational a story, the greater the interest it arouses and the better opportunity for training in good expression.

SOME STORIES TO TELL.

The Foolish Squirrel.

Once upon a time an old fox saw a little squirrel up in a tree. He wanted it to eat but couldn't climb the tree. So he lay down and pretended he was asleep. The little squirrel said, "Chip, chip, old fox, are you asleep? Chip, chip, answer me."

The old fox never opened his eyes but just lay still. By and by down came the squirrel, nearer and nearer and nearer and just when she touched

the fox on the nose, up he jumped and caught the foolish little squirrel.

Peter Rabbit.

Peter was a very naughty little rabbit. He would run away. One day, his mother thought she would cure him so she borrowed Mr. Fox's fur coat and cap. Peter ran away as usual and his mother dressed in the coat and cap and hid behind a tree. Peter didn't see her until she caught him. Oh, dear, how scared he was! "Please, let me go!" "Oh, please let me go, Mr. Fox!" The fox said, "Will you run away from home again?" "Oh, no, never, never," said Peter. And he never did.

The Grasshopper.

Once there was a little grasshopper whose name was "Hoppity." Now Hoppity never looked before he hopped. One day his mother said, "Hoppity, you must look before you hop or you will get into trouble." Hoppity said to himself, "I guess I'm not afraid to hop wherever I please." So he took a great big, big hop and splash he went right into the water. "Oh, dear! Oh, dear!" he cried, "I wish I had minded my mother."

HOW PRESENT A STORY.

1. Teacher tell the story and let the children enjoy it.
2. Talk about the conditions in the story.
What was the matter with Hoppity?
What did his mother say?
What did he say to himself?
What happened?
What did Hoppity say?
3. Teacher tell the story again in the same language.
4. Let a pupil reproduce it.

—School Education.

CHINESE RECEPTION AT THE N. E. A.

At one of the leading hotels in Portland, Oregon, during the meeting there July 7-14 of the National Education Association, the high-caste Chinese will give an afternoon reception to the visitors. Tea will be served by Chinese girls in native costumes and with the important ceremonials of Chinese hospitality. The walls of parlors and ball room will be hung with priceless tapestries from the homes of the wealthy Chinese of Portland and the furniture and other decorations for the occasion will come from similar sources. The Portland general committee seems to be leaving nothing out that would make this year's meeting a most pleasantly memorable one for those who attend.

The subscriptions of a large number of our readers expire with this June number. It is important that all who wish to receive the September number should renew in time, as it is our rule to discontinue subscriptions at their expiration.

On your label is a date; renew before it is too late.

Watch the date on your label.

THE ATTITUDE AND EXTENSIVE DISCIPLINARY DUTIES OF THE MODERN TEACHER

William Lee Anderson, Stony Point, N. C.

Broadly speaking the aim of education is to develop personal culture and practical efficiency. The teachers' work is to discipline the interests of the pupil in such a way as to lead him toward this aim.

The definition of education is gradually being enlarged or rather enriched to the extent of including socialization and in like measure the teacher's task is gradually becoming more extensive. Man is by nature a social being, and his welfare demands that he be trained as a social being, and developed to a high social standard long with his acquisition of technical knowledge or else he will not come up to the standard of influence and power that he should. Discipline at this point becomes more or less parental, but more criminals come from the class of boys who are permitted to lounge around the ordinary loafing places than from any other class. Hours of leisure should be spent under better social environments. The welfare of the child is demanding the social evolution along with the technical development. To this end, even the so-called outside activities and impulses should be encouraged, but disciplined in such a way as to form from them tributaries to the great stream of social culture and wisdom. However, the social evolution, important as it is, forms only a part of the needed development of the child, and these activities should be controlled and limited in such a way as not to interfere or detract from the more serious business of study. The point is, that all phases of the child's development should receive attention.

The teacher, without open demonstration, should ever be ready to exercise his influence and disciplinary authority both as a support and as a restraint.

Discipline or moral conduct also has its importance in the development of the child. And in this same connection I shall discuss discipline as applied to good order. This reaches its most ideal form when conditions of order are preserved automatical-

ly without thought or judgment on the part of the pupil. In other words, pupils well disciplined in conduct and order have conditions of right and quietness reduced to habit. Good discipline does not mean that the pupil shall sit in one place throughout the entire session, that he shall never move without permission, and that he shall not speak unless spoken to. By good discipline is rather meant the discipline of interests in such a way as to attract the vitalities of the pupil toward things that are worth while. Real school tasks, filled with interest and activity, should make for controlled movement, and engender the proper degree of quietness. Controlled activity and movement should be in all school work, for activity and movement are characteristics of energy and life and the essentials of all forms of progress. The ideal school is a school that trains the pupil along progressive lines. The active energetic school boy of today will be the successful business man of tomorrow. Watch him! Business has a hum.

The ideal modern teacher is thoroughly in sympathy with his work and with his pupils, congenial and kind. The old non-social pedagog of a century ago, the Mr. Creakle type of Dickens' "David Copperfield," the Leabod Crane type of Sleepy Hollow, and such as were recognized by a long drawn out solemn appearance, nose-end spectacles, rigid dignity, and frigid indifference, have been vanquished from modern educational leadership. No longer should the teacher act and teach in such a way as to be regarded as a mere "Lesson Hearer" or "Instruction Presenter." He should be rather a class guide and supervisor—a teacher, to train and to inspire the child into such habits of conduct and thought that shall make of him an all-round man; a man whose reliance on right, on truth, and on God, shall fit him for honest competitions and faithful co-operations with his fellowman.

MEETING OF THE TEACHERS OF SECONDARY MATHEMATICS

There was organized in Greensboro on Saturday, April 13th, the Association of Teachers of Secondary Mathematics (Western North Carolina). W. W. Rankin, Jr., of the University of North Carolina was elected president; J. W. Moore, of the Winston high school, first vice-president; Miss Fannie Starr Mitchell, of the Raleigh high school, second vice-president; L. R. Johnson, of Oak Ridge Institute, third vice-president; J. W. Lasley, Jr., of the University of North Carolina, secretary and treasurer. The foregoing officers were constituted the executive committee of the Association.

The organization grew out of a convention of the teachers of secondary mathematics in this section of the State, a convention gathered in the hope to take a forward step to bring into closer correlation the high school and college teachers of the subject. It was the belief of those who took this work in hand that the mere coming together and talking over their failures and successes would mean much to both; it was their hope that something tangible

would grow out of this exchange of ideas and contact of personalities.

A month ago a letter was sent out to the teachers of secondary mathematics stating the plan of this conference. This letter stated that despite the fact that the best of the high school material found its way into the freshmen classes of the colleges, the men in these classes were failing to make good. The percentage of failures was estimated to be between forty and fifty. The causes for this surprising condition were not assigned, nor was the remedy suggested. The complexity of the matter made the sudden assigning of either inadvisable. However, it was stated, a getting together of those who have the matter in hand and a serious facing of the situation would indeed be worth while.

A Digest of the Papers.

Mr. Rankin opened the conference on Friday night with an exposition of the situation as he saw it. He believed the idea that a student either "had a

head for mathematics" or didn't had served its day and should be supplanted by the idea that any normal mind can grasp the fundamentals of the subject, if the subject is properly presented. This point of view has led to an investigation as to the best methods of presentation, and makes the teacher of today on the alert for the best way of giving the subject matter to his classes. Education has ceased to be a thing for the few as a privilege, but has become a thing for the many as a necessity. Our class rooms are no longer filled with a homogeneous group with common interest and common experiences. There is a diversity to face that has never been surpassed. The mode of approach to one student may fall far short of reaching another. In the matter of illustration selection must be made from many and varied fields, preferably those fields with which the student has some contact in his experience. The time has passed when the knowledge of the subject is sufficient. It does not carry of itself the power to impart. The teacher must make a careful study of his class, and suit himself and his subject to them.

O. V. Hicks, of the Haw River high school, followed with a paper on "The Use of a Text Book." Mr. Hicks stated that in his opinion few students got any further than the introduction. He distinguished sharply between acquiring the facts of mathematics and being a mathematician. Slavery to a text-book is one of the ways of not becoming the latter. When the unit of progress is the fact, the progress is not very far, nor enduring. What is desired, thought Mr. Hicks, is a rational use of facts even if this means slow progress apparently. He urged that teachers possess a scholarly spirit, and stated that this could be acquired from personal contact with teachers of power, rather than from the contents of a book.

E. E. Farlow, of the Guilford high school read a paper on "Course Planning and Daily Assignments." That this is one of the gravest of the problems that face the teacher, Mr. Farlow realized. The matter is not one that can be settled for all even when it is settled for one. The class itself is one large factor in making up one's mind what to give the class. Assignments is a sort of trial and error process. It does not stay fixed, and should not be allowed to crystallize. The covering of ground should be quite subordinated to how that ground is covered.

Mr. J. W. Lasley, of the University of North Carolina, led the discussion on the teaching of algebra. He pointed to factoring and exponents as the chief weaknesses. He advocated a return to the fundamentals on which these two concepts rest. The more complicated cases arising under them should be deferred until a thorough knowledge of the meaning as well as the mechanical facility in their use has been acquired. He stresses the close kinship of algebra and arithmetic, how they should be coordinated, the algebra extending the notions of arithmetic, arithmetic making concrete and tangible the newer conceptions of algebra. That algebra is a short hand way of saying what in full English would be awkward to manage, that an ability to interpret and express algebra and English and have the dependence of each upon the other in mind constantly is necessary for him who would see behind the facts of mathematics. Mr. Lasley declared. To be bound up to a system of letters is fatal. The

notation of the text should be followed until the principles in question are understood, then many notations should be resorted to to avoid the temptation to think in terms of letters.

Mr. Lasley discussed also "the mathematics teacher's library" and spoke of the importance of keeping in active touch with periodicals and of contributing to them.

J. W. Moore, of the Winston-Salem high school gave a paper on "Devices for Sustaining Interest in Class." Mr. Moore thought one of the biggest things in teaching to be starting the class off right. Interest binds the student to his subject and not only begins him with a right attitude toward his work, but keeps him energetically at it throughout the course. He has used devices like tabular comparison of the work of the class with the work of the same class in previous years to effect. A caution for any devices of this sort is: their usefulness may be gone when their novelty has worn away. One must be constantly on the look out for newer devices that will take their places and do their work. Teaching is not a cut and dried affair. The class absorbs from the teacher much both in a conscious and unconscious way. The teacher himself must be vastly interested himself.

Miss Olivia Brooks, of the Chapel Hill high school, presented the "fusion" method in a paper treating the main points of the method and her experience with it. This paper was eagerly received. Miss Brooks said that Mr. Breslich, the founder of the method, had in mind that the simpler principles of the elements could be correlated and gotten at inductively and experimentally. She commented on the gradation secured and the interest aroused. The increased amount of work required of the teacher, Miss Brooks claimed, was material, but the results rewarded this extra effort.

Mr. Rankin led a discussion of the teaching of geometry. He pointed out the necessity of going very slowly at the beginning. The formal process of reasoning is not rapidly assimilated. He advocated lecturing to a class ten days before touching a text-book. The matter of limits was brought up. It was recommended that the subjects be touched lightly on with beginners. Axioms should be given their proper place. Relatively complicated notions, like locus, should be gotten at intuitively as far as is possible. The complications which the student cannot foresee or appreciate should be left for a later day in his mathematical career.

The Purpose of the Association.

It is the purpose of the association to follow this meeting with a meeting at Chapel Hill during the summer school. The details of this meeting will be made known as soon as they are perfected. It is hoped at that meeting to interest even a larger number of teachers, and get something started that will bear fruit next year. As soon as it is expedient an organization similar to that effected in Greensboro is to be undertaken for the teachers of Eastern North Carolina. Some expression on their part as to their attitude toward this might lead more quickly to determining when the time is ripe for this move.

In the near future a full account of the proceedings of the Greensboro conference will be published in pamphlet form. These can be obtained without charge from the secretary of the association, J. W. Lasley, Jr., Box 574, Chapel Hill, N. C.

A BOY'S EFFICIENCY TEST.

A twelve months' campaign on Business Efficiency for America is to be conducted, during 1917, by the "Independent-Harper's Weekly," under the direction of Mr. Edward Earl Purinton, an eminent authority upon this subject who has spent many years in learning how to increase human health, energy, productiveness, and happiness. In his recent article on "The American Boy" it is of interest to note the points he emphasizes as essential in fitting one for leadership among men.

He has prepared twenty-five questions to be used as an efficiency test by which any boy from eight to eighteen years of age can measure his own fitness for leadership. The answer to each of the questions is "yes" or "no"; and a boy can ascertain his standing by writing the answers, marking each "yes" 4, a partial answer from 1 to 3, each "no" a zero, and adding the numerals, the total being his approximate grade in all-round fitness for leadership.

The limits of this article will not permit the publication of the entire list of questions, but the following will indicate some of the things that are considered of importance in boy life and boy training:

Are you best in at least one game, and at least one study?

Are all your physical measurements up to standards for your age and height?

Have you read two or more books on food science? Did you ever hunt a job for yourself,—and secure it?

Will you master a trade before you are twenty on your present plan of education?

Are you going to a college that you know can train you for real life?

Do you know how to save money?

Are you expert with garden tools, a carpenter's kit, camera, or an engineering outfit?

Do you take a good boys' magazine, and read books endorsed by officials of a national boys' club?

Have you daily home work to do, helping your mother or father?

Is your best "pal" one of your parents, whom you are willing to tell everything?

Have you a moral backbone?

Is your language always clean enough to use in church?

When a boy says coarse things about sex, do you make him shut up?

Are you kind, courteous, thoughtful, truthful?

Among Mr. Purinton's rules for leadership are these suggestions: Be a leader now; learn what you are good for; master a trade; plan to attend college two years or more; join a well-equipped boys' club; eat for strength of never, brain, and muscle; earn your own spending money; and use your head and hands together.

A campaign of this kind in the interest of boys or girls is one of the best in which men and women can engage. You cannot too early impress upon a boy the truth that a clean life, a strong body, a knowledge of what to do and how to do it, a willingness to work, and a good character that manifests itself in an attractive, pleasing personality, are the chief factors in a successful life—The School News and Practical Educator.

CONSIDERATIONS FOR THE DULL PUPIL.

Teachers who have dull pupils may profit by observing the following cautions:

1. Don't abuse dull pupils on account of their dullness by look, word, or act. You or some other teacher may be to blame for their dullness, but you will never cure them in this way.

2. Don't tell the dull child he is a blockhead. That would be cruelty to him and cowardice on your part.

3. Don't threaten to punish for failure. That will arouse his fears and distract his attention from the work he may earnestly desire to do, or it will lead to resentment and a determination not to try.

4. Don't taunt him by comparing his stupidity with the brilliancy of some other pupils. Such a course would tend to make him hate you and his school fellow as well.

5. In a word, to these unfortunate ones, be kind, be patient, be helpful, give encouragement, inspire them, allure them into ways of doing joyfully what they now attempt to do with so much dislike, and your reward and theirs will be abundant and not long delayed.

6. Finally, whenever possible arrange separate classes for the dull pupil, and if the size of the school will permit, provide an ungraded room for them and give them a special teacher who will have the patience and the skill to study their needs.

A GOOD WAY TO INSPIRE YOUTH.

A county school a few miles from our office has adopted the plan of having some prominent man in the county deliver an address at the school-house once a month. It is a plan many another school could adopt to good advantage. On one night recently, for example, one of the most successful and public-spirited men we know gave the boys of this school a notable talk on "Success." And nothing helps or inspires boys more than contact with men who have succeeded both in their life-work and as character builders.—The Progressive Farmer.

THE SOUTH'S WAR RECORD.

The Confederate States of America in the course of four years' war put on the actual firing line one-fifth of the total population. With the possible exception of Belgium's accomplishments in the present conflict that was the record of the world. At the same ratio, the United States will be able to put in the field 20,000,000 men before 1921.

If you teach somewhere in North Carolina, then **North Carolina Education** is made for you. "No other journal," to quote the commendation of Superintendent D. Matt Thompson, "can take its place for a North Carolina teacher." Renew now, one dollar a year, and get on the list in time to receive the September number.

No numbers of **North Carolina Education** are published for the vacation months of July and August. The next regular issue is the September number.

North Carolina Education

EDITOR: E. C. BROOKS, - Durham, N. C. | PUBLISHER: W. F. MARSHALL, Raleigh, N. C.

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How is your garden?

Did you get your salary increased? No? Why didn't you?

Get in line for the new Reading Course work by subscribing now for **North Carolina Education**.

Last year more than 1500 North Carolina boys and girls were enrolled in "pig clubs". The number should be doubled this year.

The Concord schools closed an hour earlier during the month of May in order to allow the children to cultivate small garden plots.

The date on your address label shows the month with which your subscription expires. Watch it and renew promptly so that you will not miss a single copy.

Please remember that **North Carolina Education** is not published in the vacation months of July and August. The next regular issue will be the September number.

You should certainly not miss our September number. Be sure to let your home folks and **North Carolina Education** know what your address will be. And don't forget meanwhile to renew your subscription.

The International Harvester Company, Chicago, is publishing a little pamphlet on the teaching of agriculture which will be sent free to teachers, principals or superintendents. Write at once for one of these pamphlets.

Did you raise the salary of your teachers before asking them to take work with you next fall? With the purchasing power of their salaries dwindling by leaps and bounds, you have to pay them more in order to be paying them as much.

The subscriptions of a large number of our readers expire with this June number. It is important that all who wish to receive the September number should renew in time, as it is our rule to discontinue subscriptions at their expiration.

The colleges of the State have felt the effects of the war. Many students from each institution have already entered training camps. As a result college exercises have been marking time until the date for the institutions to close. What the effect will be on the colleges next fall no man can tell.

The subscription price for **North Carolina Education** is one dollar a year (10 months). The rates to clubs stand regularly at the head of the editorial page. They are as follows: **Two to four** subscriptions in one club, **90 cents each**; **five to nine** in one club, **80 cents each**; **ten or more** in one club, **75 cents each**.

After spending thirty years in its old quarters in the heart of the city, the Johns Hopkins University last autumn moved to Homewood, its new one hundred and twenty-three acre site in the northern part of Baltimore. A handsomely illustrated recent issue of the University circular describes "The University in its New Home."

If you teach somewhere in North Carolina, then **North Carolina Education** is made for you. "No other journal," to quote the commendation of Superintendent D. Matt Thompson, "can take its place for a North Carolina teacher." Renew now, one dollar a year, and get on the list in time to receive the September number.

The State Board of Examiners and Institute Conductors has gone to work in real earnest. The members of the Board have shown wisdom in their proceedings. The report of the Board that appears elsewhere should give the teachers confidence and encouragement to move forward. We must raise the profession to a higher level. The Board is setting a fine example for the teachers as well as a fine standard.

The county superintendent of Iredell County has recently published a full report of the Iredell County Schools for the year 1917. The work of Superintendent Gray and State Home Demonstration Agent, Miss Celeste Henkel, has been productive of unusual progress. As many as 4,464 children have been examined by the county health officer; 65 adults were taught in the moonlight schools, 460 girls were enrolled in club work; the number of one-teacher schools has been reduced from 80 to 61; the number of two-teacher schools has been increased from 39 to 71 since 1913 and the school term has been increased from 89 days to 106 days.

THE STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS ADOPT NORTH CAROLINA EDUCATION.

The Editor of **North Carolina Education**, upon invitation, appeared before the State Board of Examiners and Institute Conductors May 12 for the purpose of discussing with the Board the assistance that **North Carolina Education** can render the Board in inaugurating the new law relative to the examination and certification of teachers. All new teachers that enter the profession this year will be required to take the reading course and perform certain work in an institute provided they have not the required professional training. Moreover, all old teachers will be required to continue their professional study during the year either in the regular reading circle or in local clubs specially arranged.

It is very essential, therefore, that the Board shall have a medium through which to reach not only the new teachers entering the service for the first time, but all the teachers now in service. It was pointed out that departmental bulletins and occasional official letters are inadequate. These do not reach the teachers. A teachers' magazine is essential. The Board needs it and the teachers need it. The Board must speak to the teachers regularly. They must learn to look monthly for direction from the highest authority and must habituate their lives to a new regime.

The Editor of **North Carolina Education**, therefore, placed at the disposal of the Board the pages of **North Carolina Education**, and the offer was accepted. The action of the Board is as follows:

"Mr. Allen moved that we extend our thanks to the Editor of **North Carolina Education** for putting this paper at our disposal and say that we gladly accept it as a medium through which to reach the teachers."

The motion was adopted unanimously.

County and city superintendents should call the attention of all their teachers to this resolution. Arrangement should be made this summer for every teacher in the State to take **North Carolina Education**. It will be furnished at the following rates: One subscription one year (10 months), \$1.00; two to four subscriptions in one club, 90 cents each; five to nine in one club, 80 cents each; ten or more in one club, 75 cents each. These rates are just a little higher than the minimum rates of last year, made so by the increasing costs of publication, and will go into effect June 1.

NO COUNTY SUPERINTENDENT CAN BE ELECTED BY THE PEOPLE.

The new law providing for the nomination of county boards of education in the party primaries and the selection by the Governor repeals all special acts that permitted counties to elect county superintendents by popular vote. Only a few coun-

ties have had that privilege. The new law specifically states that all county superintendents hereafter shall be elected by the County Boards of Education.

Section 5 of the law says, "All laws and clauses of laws providing for the election of county superintendents of public instruction by the popular vote of the people of any county are hereby repealed; and all county superintendents of public instruction shall hereafter be elected by the county boards of education as prescribed in section four thousand and thirty-five of the revisal of nineteen hundred and five."

EDUCATIONAL FRIGHTFULNESS IN ARIZONA.

Under the caption of "Ain't It the Truth?" the *Arizona Teacher* for May has the following editorial, which indicates at least that this far away State is not suffering stagnation caused by perfect peace and harmony among its educational leaders:

"A teacher in Arizona has as much academic freedom as a jackrabbit, and there are times in the year when the jackrabbit is freer to think and act than the average teacher. We have seen the Arizona type in faculty meetings, teachers' conventions, and civic gatherings. On his forehead the teacher bears a certain mark which stamps his servitude. A half-dozen politicians have so terrorized the situation that a teacher would as soon fondle a gila monster as take a stand in favor of any of the legislation that was aimed to take the schools out of politics. And that is the 'outfit' that is supposed to train the citizens of tomorrow!"

THESE HAVE FOUND IT USEFUL.

In adopting **North Carolina Education** as the medium through which to carry on the Teachers' Reading Circle work, the State Board of Examiners and institute conductors confirmed the good opinion of many superintendents and teachers who have written us in the past few months about its value to them in their work. Some of these expressions follow:

"We are liking **North Carolina Education** better every year, and I thank you for your valuable service to the profession."

"I am always glad to get your paper. It gives me many ideas and much that I need."

"Personally I do not see how any teacher can do without this excellent journal. I think it is just fine."

"It is a pleasure to me to recommend it. I am not sure that I do not include it in my list of duties."

"**North Carolina Education** is growing better all the time and it is my earnest desire to see each teacher in the county subscribe for it."

"No **North Carolina** teacher can afford not to take this journal. No other can take its place for a **North Carolina** teacher."

"Please send at once **North Carolina Education**. I cannot wait for our teachers' meeting to join a club."

News and Comment About Books

NOTES AND COMMENT.

A little flag book, very instructive and interesting, will be sent without charge to readers of *North Carolina Education* who use the coupon in the full page advertisement of the Hanson-Roach-Fowler Company in this issue. Its attractive colored plates show the flags of American countries and flags of the States, and the book gives the story of the flags and flag day programs. Mr. E. C. Brooks is one of the editors of the "World Book," the first volume of which will be sent free for examination to teachers who use in their request the coupon already mentioned.

¶ ¶ ¶

The North Carolina Historical Commission received from the General Assembly an appropriation of \$5,000 to aid in marking historic sites in the State. No marker except that at the birthplace of Andrew Jackson in Union County (for which \$500 is available) is to cost more than \$100. The sites to be marked are to be approved by the Historical Commission. The Act requires that half of the \$5,000 must be expended by November 30, 1917, so it is important to take advantage of this measure at once if there are any historic sites in your community that should be marked.

¶ ¶ ¶

"Our Flag and Its Message" is the title of a very attractive and valuable little book of thirty pages just issued by J. B. Lippincott Company, Philadelphia. It was got together by Majors James A. Moss and M. B. Stewart, of the United States Army. It contains President Wilson's great appeal for unity, a history of the flag told by army men, "America," and "the Star Spangled Banner." It wears a binding of dainty red cloth with a glorious American flag in colors on a white label flying on the front cover. The price is 25 cents net and all the publishers profits are given to the American Red Cross Society.

BOOK NOTICES.

MATHEMATICS.

Industrial Arithmetic. By Nelson L. Roray, Department of Mathemat-

ics, Wm. L. Dickinson, High School, Jersey City, N. J. Cloth, 154 pages. Price, 75 cents, net. P. Blakiston's Son & Company, Philadelphia.

For boys in industrial and vocational schools. Presupposes a knowledge of grammar school arithmetic. Deals with calculations relating to angles and polygons, screw threads, speeds of pulleys and gears, and numerous other shop and technical problems.

Elementary Algebra. By H. E. Slaught, Professor of Mathematics in the University of Chicago, and N. J. Lennes, Professor of Mathematics in University of Montana. Cloth, 357 pages. Price, \$1.00. Allyn & Bacon, Boston.

Human interest algebras! Interspersed with dry as dust symbols, formulas, graphs, and imaginaries are actual pictures of the actual people who invented or discovered them, with biographical and historical notes. The student is permitted to look upon the pictured features of Pythagoras, Sir Isaac Newton, and John Napier and to learn from interesting notes that representations of equations by means of lines is due to Descartes (1596—1650) and that logarithms are not yet three centuries old. But these things are not provided at the expense of real algebra. The books are notably new, progressive, and modern. They are planned to meet the exactions of college entrance. They are simple, abound in exercises and problems, and are calculated to vitalize the study of algebra.—W. F. M.

Vocational Mathematics for Girls. By William H. Dooley. Cloth, vi+369 pages. Illustrated. \$1.28. D. C. Heath & Co., Boston, New York, Chicago.

The author has had many years of experience in vocational and industrial schools, and in preparing this book he has also had the co-operation of a number who have been eminently successful in similar work. The mathematics is of the sort that every girl should know, whether she earns her living out of the home or within the home. There are helpful suggestions on the distribution of income; the choice, purchase, and preparation of food; the construction, arrangement and furnishing of a house; thrift and investment; and chapters on Dressmaking, Millinery and Clothing. There is a section devoted to Arithmetic for Office Assistants, for sales girls and cashiers, and for those seeking to enter the civil service. Another section is devoted to Arithmetic for Nurses. It

is a book that should help any girl to a better understanding of the important subjects treated.

NATURE AND SCIENCE.

Practical Biology. By W. M. Smallwood, Syracuse University; Ida L. Reveley, Wells College; and Guy A. Bailey, Genesee State Normal. Cloth, xix+465 pages. Price \$... Allyn & Bacon, Boston.

A new and modern presentation of animal, human, and plant biology. Contains 447 illustrations, more than one to every page of text. The practical application of the science to modern living is not neglected. A very interesting, attractive, and instructive text-book.

Muir's "The Boyhood of a Naturalist": Being selected chapters from "The Story of My Boyhood and Youth." Cloth, 122 pages. Price, 25 cents, net. Houghton Mifflin Company, Boston.

These selections form another addition to the Riverside Literature Series, and a more charming number it would be difficult to name. From the night when he was a little boy at his grandfather's in Scotland studying his lessons and his father came in with "the most wonderful, most glorious" news that "we're gan to America the morn," to the end of the book, John Muir's enthusiasms and fine sympathies for things in nature hold captive the interest of the reader.

Advanced Geography. By Harmon B. Niver, A. M., author of "Geography by Grades," etc. Cloth, numerous maps and illustrations, viii+439 pages. Price \$1.20. Hinds, Hayden, and Eldridge, New York.

This is the second book of an excellent two-book course in geography. Paper, print, illustrations, maps and binding approach the ideal for a textbook, while the equipment for teaching and study are in keeping with the mechanical excellence. It carries a large number of desirable features. Especially to be commended is the uniformity of scales in the maps. Thus Germany and Texas are drawn to the same scale on their respective maps as are Italy and Indiana, China and Brazil. This makes comparison easy and gives correct notions of relative areas.—W. F. M.

Introduction to the History of Science. By Walter Libby, M. A., Ph.D., Professor of the History of Science in the Carnegie Institute of Technology. Cloth, 288 pages. Price, \$1.50 net. Houghton Mifflin Company, Boston.

The stirring story of the scientific and industrial progress of mankind is this graphic account of the development of science from the dawn of

civilization to the present time. The illustrations show the earliest picture known of a surgical operation, John Dalton collecting marsh gas, the first successful heavier-than-air flying machine. Some of chapter headings are, "Science and Practical Needs—Egypt and Babylonia," "Science and the Struggle for Liberty," "Science and Religion," "Scientific Production," "Science and War," and "Science and Democratic Culture." References follow each chapter and a good index follows all.

AGRICULTURE AND DOMESTIC SCIENCE.

Elementary Agriculture. By James S. Grim, Ph.D., Keystone State Normal, Kutztown, Pa. Cloth, xvi+502 pages. Price, \$1.25. Allyn & Bacon, Boston.

An exceptionally good text-book in elementary agriculture. Made attractive and instructive by 352 illustrations. Deals with the productive and economic phases, but does more—it lays emphasis on the educational and social value of the study. Magnifies farm life, good homes, good schools, good roads, land banks, exalts the study of agriculture as "wider than the study of any text-book."

Text-Book of Cooking. By Carlotta C. Greer, Head of the Department of Foods and Household Management in the East Technical High School, Cleveland, Ohio. Illustrated. Cloth, 431 pages. \$1.25. Allyn & Bacon, Boston.

Not intended as a cook book, though it has no inconsiderable value as such, but as a text-book for use in teaching cooking. It combines theory with much practice and is practical and scientific in matter and treatment. Especially valuable at this time are its chapters on food values, food requirements, and the cost of food. It contains 89 illustrations, a full index, and many useful tables and recipes.

VOCATIONAL.

Principles of Accounting. By Stephen Gilman, B. S., Department of Higher Accountancy La Salle Extension University. Flexible Morocco, 415 pages. Rounded corners, red edges. Price not given. La Salle Extension University, Chicago, Ill.

Develops in fourteen chapters the fundamental principles of accounting. Contains 75 figures and diagrams illustrating correct entries, the organization of a business and the relation of accounts to each other. It opens to the routine book keeper the way to mastery of a scientific accounting system. Explains not only the common accounts, but treats of proprietorship, partnership,

corporations. A valuable work for managers and executives as well as for bookkeepers.

Money: What it is and How to Use it. By William R. Hayward, Principal of the Curtis Evening High School, and Chairman of the Department of Economics, etc., Washington Irving High School, New York. Cloth, 162 pages. Price, 50 cents, net. Houghton Mifflin Company, Boston.

A very helpful thrift book for the young, teaching that the underlying principles of thrift are related to the wise use of money. Especially useful as a text in commercial courses and schools relating to business occupations. But the young, in school or out, and very many of their elders will obtain enlightening information and stimulating help toward thriftier practices by reading the interestingly written chapters of this timely book.

English for Business. By Edward Harlan Webster, Head of the Department of English, Technical High School, Springfield, Mass. Cloth, 440 pages. Price, \$1.20. Newson & Company, New York.

A composition text for commercial, technical, and other secondary schools. Its exercises are adapted to the knowledge and experience of high school pupils with a view to training them in the clear and accurate expression of their own thought. The first part contains ten chapters dealing with the principles of oral and written expression, and the second part in ten chapters handles the application of these principles to business, including The Newspaper, Advertising, Business Letter, Parliamentary Procedure, After-Dinner Speaking, Banking, and Technical Description. Part three contains appendices of the parts of speech, model extracts, and outlines and abbreviations.

EDUCATION AND PEDAGOGY.

Self-Reliance. By Dorothy Canfield Fisher, author of "The Squirrel Cage," "A Montessori Mother," etc. Cloth, 243 pages. Price \$1.00, net. The Bobbs-Merrill Company, Indianapolis.

An informal discussion of methods of teaching self-reliance, initiative, and responsibility to children. One of the Childhood and Youth Series of books edited by M. V. O'Shea. A book of suggestion and aid for parents and teachers. Protests against the hurry and stress of modern domestic life, the "don't" attitude of so many mothers, which denies to the children occasions for learning and doing for themselves. The author would cultivate the

sense of responsibility and allow greater freedom of initiative and action. There are some things in the book that may be regarded, to quote the author, as "perhaps heretical and possibly unsound," her objections, for instance, to consolidated schools.

Bill's School and Mine. A Collection of Essays on Education. By William Suddards Franklin. Second Edition, 102 pages. Price, \$1.00. Franklin, MacNutt and Charles, South Bethlehem, Pa.

"Bill's School" is a city school, "Mine" was in Kansas when its inhabitants were largely Indians and "we boys lived in the woods and water all summer and in the woods and on the ice all winter." Bill has a better school than I had—that is the house and things that go with it, so the writer proceeds, but he gets a distorted idea of life. He should have work and play. So the author writes of the educational value of play and work and hardship, and adds a chapter (from Science for December 15, 1916) on Education After the War.

How to Teach. By George Drayton Strayer and Naomi Norsworthy, Teacher's College, Columbia University. Cloth, 297 pages. Price \$1.30. The Macmillan Company, New York.

A thought-stimulating book, now stirring up question marks in the mind and now cutting away the cobwebs. While based on the principles of psychology that are involved in teaching, the authors proceed so simply and clearly and concretely that one forgets about the psychology. Where some other author would discourse on the "Aims of Education," these get a very lucid chapter under the heading of "The Work of the Teacher," in which are pointed out the ends to be achieved. Then follow other illuminating chapters on Attention and Interest, How to Memorize, How to Study, The Meaning of Play, and other similarly important topics. The last chapter, the fifteenth, is unique in presenting methods and scales for measuring the achievements of the children and consequently the success of the teacher in applying the principles set forth in the preceding chapters.

W. F. M.

Stories to Tell the Littlest Ones. By Sara Cone Bryant (Mrs. Theodore F. Borst). Illustrations by Willy Pogany. Cloth, 177 pages. Price, \$1.00, net. Houghton Mifflin Company, Boston.

Forty captivating stories for the littlest ones, beginning with "Eeny, weeny, bottle o' milk" for the littliest one of all and ending with Alice's Noah's Ark for Christmas. The hints and outlines came from various

sources, but the versions here given are the product of this noted author's own storytelling magic.

GRAMMAR AND COMPOSITION.

What is English? A Book of Strategy for English Teachers. By C. H. Ward, M. A., Head of the Department of English, The Taft School, Watertown, Conn. Cloth, 261 pages. Price, \$1.00. Scott, Foresman & Company, Chicago.

A series of ten chapters or articles written by an enthusiastic partisan of correct spelling, grammar, and punctuation as essentials of correct English. Inability in these essentials is regarded as "rudimentary illiteracy." In his own school, in educational meetings and educational journals, Mr. Ward has taken an active part in attempting to improve methods of teaching English. In this book he sets forth a store of concrete suggestions for the English teacher. W. F. M.

Workmanship in Words. By Jas. P. Kelley. Cloth, 333 pages. Price, \$1.00, net. Little, Brown & Company, Boston.

A glowing contention for good English. "I suppose," writes the author in a prefatory note, "the English language, with all its faults, is on the whole the best that man ever spoke. Let us do all we can to keep it good." Four introductory chapters are followed by vigorous discussions under Grammatical Propriety (twelve chapters), Clearness (eleven chapters), Ease (seven chapters) and Force (five chapters), every chapter bristling with points and alive with energy. Few indeed are the writers who could not profit abundantly by reading this fervid protest against carelessness in the use of our mother tongue.

The Mechanism of English Style. By Lewis Worthington Smith, Professor of English in Drake University. Cloth, vii + 291 pages. Price, \$1.00. Oxford University Press, New York.

A text-book for instruction in the art of writing. The author's conviction is that lectures and rules and theories will not make writers; he would send students to the masters of literary expression and have them get help toward a command of the resources of style by forming an intimate acquaintance with their work. In part one there are nine chapters, some of the titles being "The Qualities of Style," "The Rhythm of Prose," "The Living Spirit and the Dress," and "Knowing How and Getting the Touch." Part two contains texts for study taken from the writings of Sir Philip Sidney, De Quincey, Carlyle, Emerson, Gerald Stanley Lee, James Huneker, Grant

Showerman, and others, and from the New York Sun, the Evening Post, and the New Republic.

Lessons in English. By Arthur Lee, Superintendent of Schools, Clinton, Missouri. Based on the Texts of Alonzo Reed and Brainerd Kellogg. Book Two. Cloth, 320 pages. Price 68 cents. Charles E. Merrill Company, New York.

This is "The New Reed and Kellogg." The original was in wide use a full generation ago. By its scholarlyness, its teachableness, and its system of diagrams which in some respects "amounts to a stroke of genius," it won a wonderful popularity. "The continuing popularity of the series," says the new preface, "and its immense sales prove that the books have an amazing vitality and adaptability." Owing to advances in the teaching of elementary composition some portions of the earlier book have given way to new material. Diagramming is retained not as an end but as an aid. The Joint Committee's nomenclature has been largely but not fully used. Dr. Brainerd Kellogg, one of the original authors, co-operated in the revision.

ENGLISH LITERATURE.

Stories of H. C. Bunner.—First series. With an introductory note by Brander Matthews. Cloth, 434 pages. Price \$1.25 net. Second series, Cloth 372 pages. Price \$1.25 net. Charles Scribner's Sons, New York.

Collections of stories that were popular twenty-five years ago and have an abiding charm to justify their reappearance. The First Series contains the story of a New York House, The Midge, and Stories of Jersey Street and Jersey Lane—eight in all. The second series contains Love in Old Clothes, Zadoc Pine and eleven other stories.

Wordsworth: How to Know Him. By C. T. Winchester, author of "Some Principles of Literary Criticisms," "The Life of John Wesley," etc. With portrait. Cloth, 296 pages. Price, \$1.25 net. The Bobbs-Merrill Company, Indianapolis.

Points out the qualities which give Wordsworth his high place among the great English poets. Discusses the poet's merits and limitations, his relation to nature, and his philosophy of life. The first chapters deal with the life of the poet and incidents of his life are woven into an exposition of the art of poetry and Wordsworth's contribution to it. Many of his first poems are included complete and there are long selections from "The Prelude," and "The Excursion." A worthy volume in the notable series of "How to Know Him" books.

Father Damien. By Robert Louis Stevenson. With a note, Mrs. Stevenson's description of the writing, and related passages from Stevenson's correspondence. Boards, 53 pages. Price 50 cents. Charles Scribner's Sons, New York.

A special edition of Stevenson's ferocious open letter to Reverend Dr. Hyde, of Honolulu, written more than a quarter of a century ago. A note giving the circumstances under which it was written follows the text. Also one or two passages from Stevenson's later correspondence, in one of which he wrote, "On the whole, it was virtuous to defend Damien; but it was harsh to strike so hard at Dr. Hyde."

The Vitalized School. By Francis B. Pearson, Superintendent of Public Instruction of Ohio, author of "The High School Problem," "Reveries of a Schoolmaster," etc. Cloth, 335 pages. Price \$1.25. The Macmillan Company, New York.

Addressed to the teacher at work, impressing the view that the teacher's work should be an expression of the teacher's life—"school-teaching may be living; but teaching school is life." Some of the chapters are on "The Child of the Future," "Democracy," "Patriotism," "The Teacher as an Ideal," "Agriculture," "A Typical Vitalized School." There are twenty-five chapters, questions and exercises after each, and an index after all.

American Prose (1607-1865). Selected and Edited with illustrative and explanatory notes and a Bibliography, by Walter C. Bronson, Litt. D., Professor of English Literature, Brown University. Cloth, 737 pages. Price \$1.50 net. The University of Chicago Press, Chicago.

A companion volume to Professor Branson's American Poems. These two volumes, with his four notable volumes of English Poems, make a desirable collection of representative English literature, notwithstanding the hiatus (only a temporary one, it is to be hoped) existing in the absence of English prose. In the volume at hand, Professor Bronson begins with the quaint John Smith and William Bradford, and ends with the captivating clarity of Lincoln, thirty-seven authors being included. Its many attractive mechanical excellences, well chosen contents, compact and useful notes, and the indices make this a standard book for class use or for private reading.

Everyday Classics. By Franklin T. Baker, Professor of English in Teachers' College, and Ashley H. Thorndyke, Professor of English in Columbia University. Cloth, illustrated. **Third Reader**, 272 pages,

'THE WORLD BOOK' is creating some very attractive sales positions for school men and women. It has good, sound, money-making possibilities, much more so than teaching. The position offers a chance for recreation and travel and has distinctive educational advantages to the representative. NOW is the OPPORTUNITY for you to test your ability at our expense in other lines than that of teaching. Write us today.

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Co. Supt. of Schools

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pages, 48 cents. **Fourth Reader**, 352 pages. **Sixth Reader**, 416 pages, 65 cents. The Macmillan Company, New York.

This is a new and very attractive series of readers published last February. The selections are based upon the conception of a classic as a piece of literature that has had "the approval of good judges for long enough time to make that approval settled." Like good music it cannot grow old," says the writer of the preface. Yet strictly "new" material has been rejected in favor of that which may be regarded as soundly and indisputably classic. The Third Reader has fables by Aesop and stories by Andersen and Grimm, poems by Tennyson and Field; nonsense by Stevenson and Carroll. The Fourth lays under tribute the Arabian Nights, Gulliver, Franklin, Hugo, Longfellow, Holmes, Bryant. The Fifth is enriched by Goldsmith, Dickens, Eggleston, Defoe, Southey, Grant, Capt. Robert Lee, Jack London, Browning, Ruskin and Shakespeare. The Sixth has drawn upon the Psalms and other portions of the Bible, Lord Byron, A. J. Church, Scott, Webster, Lincoln, Jefferson, and Kipling. The authors named by no means include the full list represented in any one reader. All the volumes carry attractive illustrations, and the first two have a number in colors. There are also pronouncing and defining vocabularies, lists of synonyms and helps to study.

MISCELLANEOUS.

Fairy Tale Bears: Selections from Favorite Folk-Lore Stories. Edited by Clifton Johnson. Illustrated by Frank A. Nankivell. Cloth, 184 pages. Price, 40 cents, net. Houghton Mifflin Company, Boston.

A collection of bear stories from the fairy-tale writers and from the folk-lore of England, France, Norway, Russia, India, and the American Indian. A fascinating reading and picture book for the little ones.

The Influence of Joy. By George Van Ness Dearborn, Instructor in Psychology and in Education, Cambridge, Mass. Cloth, 223 pages. Price, \$1.00 net. Little, Brown & Company, Boston.

This is a volume in the "Mind and Health Series" of popular medical handbooks. It does not belong to the class of new thought books on optimism, but is more definite, being built up on the scientific relationship of mind and body. Hence is discussed the influence of joy on nutrition, circulation, and the nervous system. In the second part are chapters entitled "Work and Play," "Worry and the Glory of the World," and "The Economics of Happiness." It contains an Editor-

ial Introduction by H. Addington Bruce and a useful index.

A Library Primer for High Schools. By H. O. Severance, Librarian, University of Missouri. Size 6 1/4 x 9 1/4 inches. Cloth, 80 pages. Price, \$1.25. The Missouri Book Company, Columbia, Mo.

This is an informing and useful guide for the inexperienced librarian of small libraries. It was first issued as a bulletin by the librarian of the University of Missouri and proved so popular and helpful, especially to the high school libraries, that it was reissued in more durable form. Its chapters treat of selecting and buying books, classifying and cataloging them for ready use, and of providing the needed equipment and supplies. It is a timely guide book for teachers or others in organizing, classifying, and handling school libraries or small public or private libraries.

Spanish-American Life. By E. L. C. Morse, Principal of Phil Sheridan School, Chicago. Cloth, 369 pages. Price \$1.25. **Merimee's Colomba.** Edited for Intensive Study by William W. Lamb, Head of the Department of Modern Languages in the Manual Training School, Brooklyn. Cloth, 353 pages. Price 96 cents. Scott, Foresman and Company, Chicago.

Both of these belong to the attractive Lake Series of Modern Language texts issued by these publishers. The first is a reader for students of Modern Spanish, so attractive in point, content, and illustration as to tempt one who doesn't know Spanish to essay translating with the help of

The War and Education:

In these the opening days of participation by the United States in the World War it is well to keep in mind two things which bear upon educational work. We must first of all keep cool. We must not allow "rapid motion" to be substituted for "calm execution of well-laid plans." No less a leader than President Wilson has warned us of this evil.

On the other hand, no serious minded man can fail to realize that our country will be a very different one when the war is finished from what it is today. That means that our educational system will be changed as well as everything else. Are we prepared for these changes? In moments of stress will we, the educational leaders of the South, guide the destiny of Southern children aright,—guide the future welfare of our country aright?

The most representative gathering of Southern educational leaders during the next few months will be at the Summer Quarter of Peabody College—counting both faculty and student body. Here men will learn what other men from all over the South are thinking about and planning to do in this national emergency.

The Summer Quarter extends from June 14 to August 31 (the first term from June 14 to July 21, the second term from July 21 to August 31).

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the vocabulary and notes—an undertaking in which one may succeed surprisingly well. The other work is abundantly equipped with references, notes, exercises, questions, grammatical appendix and vocabulary for the intensive study of the French text.

The World Book: Organized Knowledge in Story and Picture. Editor-in-Chief, M. V. O'Shea, Department of Education, University of Wisconsin. Assisted by one hundred and fifty distinguished scientists, educators, artists and leaders of thought in the United States and Canada. In Eight Volumes. Volume I. Cloth, Marbled Edges, illustrated. 768 pages. Hanson-Roach-Fowler Company, Chicago.

Here is a departure in the making of encyclopedias. Approaching the examination of this first volume with a prejudice in favor of the standard encyclopaedias, the writer was quickly impressed with its modernness and especially with its fine adaptedness to present-day school uses. For instance, about twice as much space is given to Abbott (Lyman) as to Abolitionists; Balfour (Arthur Jones) and Bagdad has each twice as much space as Bacchus or Babylon; Bailey (Liberty Hyde) and Baking Powder are deemed as important as Balboa and Battering-Ram. The Baby and Better Babies Conferences with outline and questions for study occupy six pages. Army, Army Organizations, Armies of the world, with outline and questions for study, and diagrams illustrating organization, is treated in seven and a half pages—a very interesting and helpful presentation of the subject at this time. Pages might be written in enumerating excellences of treatment, illustration, and equipment. It is enough to say that the publishers back their faith in the ability of *The World Book* to make its own way, when seen, by offering (see full page advertisement elsewhere) to send school people a copy of Volume I for examination. Remember that the set is composed of eight large volumes. Volume II has appeared, carrying 880 pages, and we understand that the complete set of eight volumes is to be ready before the schools open in September.

W. F. M.

Elementary Algebra. By George W. Myers, University of Chicago, and George E. Atwood, Newburg, New York. Cloth, xii + 338 pages. Price \$1.00. Scott, Foresman and Company, Chicago.

An effort to enhance the educational merit of algebra by a presentation more in accord with the "possibilities and appreciations of youth." The language is clear and simple, the

methods sound and easy to understand. This book is to be followed by an Intermediate Algebra.

The subscriptions of a large number of our readers expire with this June number. It is important that all who wish to receive the September number should renew in time, as it is our rule to discontinue subscriptions at their expiration.

If you teach somewhere in North Carolina, then North Carolina Education is made for you. "No other journal," to quote the commendation

of Supt. D. Matt Thompson, "can take its place for a North Carolina teacher." Renew now, one dollar a year, and get on the list in time to receive the September number.

The tremendous amount of work thrown upon the government departments by the war is, we are told, calling for thousands of capable clerks and other workers. The Franklin Institute, Rochester, N. Y., is interested in preparing applicants and will send free information about examinations for government positions.

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BETTER POSITIONS FOR GOOD TEACHERS POSITIONS

Many of the positions advertised last month have been filled. We filled some of them, others we failed to fill for lack of *suitable candidates*; others are still vacant.

Just now we are seeking especially good high school and grade teachers for village and rural schools.

If you can qualify, we should be glad to have you with us. Write for registration form and booklet.

South Atlantic Teachers' Bureau

GEO. J. RAMSEY, M.A., LL.D., President, RALEIGH, N. C.

State School News

SCHOOL NEWS BRIEFS.

Statesville has voted for a Carnegie library, the vote being 302 for and 92 against.

The school election in West Hickory to levy a special tax for a new building was carried by a vote of 66 to 49.

A feature of the Elkin graded school commencement was the singing of the Marseillaise hymn in French by the senior class.

The school children of Belmont, Gaston County, have undertaken to set out and cultivate 30,000 tomato plants and 20,000 cabbage plants.

Uniforms and caps (but no guns) are to be provided for the students of Wilmington High School, who are taking unusual interest in military training.

The "Wake Forest Student" fiction medal was won by R. S. Britton, of Soochow, China. The medal is given for the best piece of fiction published in the magazine during the year.

The thirteenth summer term of the Appalachian Training School at Boone begins May 30 and will close July 6. The second summer term will begin July 10 and end August 17.

At Granite Falls a full-time high school teacher will be added to the faculty and the eleventh grade will be added to the course of study. Supt. V. V. Secrest and his faculty have been re-elected for next year's work.

Norlina High School, with Mr. W. H. Fleming as principal, held its first annual commencement May 8. There were seven graduates. The friends of the school are now at work to make it a State High School.

Supt. Joe S. Wray has just been re-elected superintendent of the Gastonia schools without opposition, and now begins his seventeenth year of continuous service as the head of one of the finest city school systems in the South.

Wake County and the city of Raleigh will conduct a county and city campaign this summer for the prevention of typhoid fever. Their first campaign was waged two years ago. Greene, Caldwell, and Haywood are also among the counties

that will wage similar health campaigns this summer.

Superintendent S. L. Sheep at the close of his first year's work as superintendent of the Marion schools was promptly re-elected. There was unanimous appreciation, by both board and patrons, of his management of the schools.

In response to a petition of the alumnae of Statesville College for

girls, the Concord Presbytery in its recent session at Mooresville changed the name of the school to Mitchell College. Plans have been undertaken for raising the standard of the college.

St. Mary's School, Raleigh, celebrated its seventy-fifth anniversary May 11 and 12. Addresses were delivered by Dr. W. S. Currell, president of the University of South Carolina, and Dr. Emilie Watts McVea, president of Sweet Briar College, who for twenty years was a member of St. Mary's faculty. The exercises were elaborate and of extraordinary

Rouse a Feeling of Patriotic Interest in the Study of Language and Literature

It is time. In all civilized countries language and literature have a meaning for nationalism that we are just beginning to sense.

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enables the high school and college student to keep pace with his growing vocabulary. It contains invaluable lists: "Words Frequently Misspelled," forty practice lists of troublesome words in various subjects of the curriculum, with still a third list of three thousand offenders. Price \$0.40.

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A new high-school textbook and laboratory manual in the study of foods and home management

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A splendidly balanced textbook, and the only one which has the privilege of presenting recipes from Farmer's "Boston Cooking School Cook Book."

The plan aims everywhere at the production of well-balanced meals, emphasizing the three real objects of the study---time-saving, labor-saving and money-saving.

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Mrs. Lincoln's New Book. For the grades and smaller high schools. 60c. The adopted book for North Carolina.

NEW BOOKS FOR TEACHERS:

How to Learn Easily---Dearborn, \$1.00.

Workmanship in Words---Kelley, \$1.00.

LITTLE, BROWN & COMPANY, 34 Beacon St., Boston.

interest and a large number of St. Mary's alumnae, from far and near, were in attendance.

The Salisbury Watchman is apparently not pleased with the encouragement given in Rowan to the home demonstration work. It says: "At the last regular meeting of the County Board of Education \$400 was appropriated for a home demonstrator. A pure waste of public funds."

Turner district of Panther Branch township in Wake County has voted an additional school tax of 20 cents on the hundred and 60 cents on the poll and will soon add another room to the two-room building now used. This will call for a third teacher and three high school grades.

Miss Susie Brett, of Winton high school, for the second time has won the O. Henry Loving Cup offered annually by the Cornelian and Adelphean Literary Societies of the State Normal and Industrial College. The cup is given for the best short story written by a high school girl during the year.

Wendell, with its \$30,000 building, fourteen teachers and 400 students, has just voted a bond issue of \$10,000 to provide another building and to install heat in both buildings. The remarkable success of the school is attributable to its splendid teachers, the fine leadership of Supt. R. P. Crumpler, and the strong support of a live school board.

The trustees of the city schools through Superintendent E. D. Pusey at an April meeting of the aldermen asked to co-operate with them in arranging for the various school yards to be utilized for playground during June, July and August. This request was granted. The city agreed to pay the expense while the school board is to provide for the management.

The subscriptions of a large number of our readers expire with this June number. It is important that all who wish to receive the September number should renew in time, as it is our rule to discontinue subscriptions at their expiration.

A Noted Teacher Passes Away.

In the death of Dr. Richard H. Lewis, of Kinston, which occurred April 15, the State loses one of its oldest and most distinguished citizens. He was 85 years old. He was a Confederate veteran, and had been a physician and teacher of note. His students are numbered by the hundreds in North Carolina. He is sur-

vived by the following children: Col. William Lewis, U. S. A.; E. B. Lewis, private secretary to Congressman Claude Kitchin; Frank Lewis and Mrs. Katherine L. Patrick, the last three being of Kinston.

The subscription price for North Carolina Education is one dollar a year (10 months). The rates to clubs stand regularly at the head of the editorial page. They are as follows: Two to four subscriptions in one club, 90 cents; five to nine in one club, 80 cents each; ten or more in one club, 75 cents each.

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BENJAMIN SLEDD, Wake Forest College. Prose and Poetry of the Victorian Era, Contemporary British Poets.

GEORGE A. WAUCHOPE, University of South Carolina. Advanced English Grammar, Contemporary English Drama.

W. M. FORREST, University of Virginia. Biblical Literature.

WELDON THOMAS MYERS, Converse College. Rhetoric and Composition, Narration.

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North Carolina has made a conspicuously good beginning in the erection of comfortable homes for country teachers. So far there are 27 in 19 counties as follows: 4 in Hoke County, 3 in Columbus, 2 each in Durham, Harnett and Johnston; and 1 each in Avery, Buncombe, Cabarrus, Cherokee, Cleveland, Craven, Cumberland, Granville, Iredell, Onslow, Pamlico, Richmond, Robeson, and Union.

There may be others. If so, please advise us at once. We ask the school authorities to give us the following information about the teacherages already in existence: (1) Cost, (2) Number of Rooms, (3) Kind of material used in construction, (4) Distance from school house, (5) Uses to which the teacherage lends itself so far, and (6) an account of the uses to which Teacherages can be put.

We would also be grateful for photographs of North Carolina Teacherages.—University News Letter.

Louisburg Graded School Faculty.

Superintendent W. R. Mills has just been re-elected to head the Louisburg schools for the thirteenth year. Mr. E. C. Harris and Mr. J. Glenn McAdams were also re-elected teachers of the high school department. The following teachers were elected for the grammar and primary grades: Misses Georgia Joyner, Onnie Tucker, Kate Furman, Annie Belle King, Annie Mizzell, Lula Jar-

man. One vacancy is to be filled. Miss Sallie Thomas Williams will have charge of the music department next session, Mrs. Uzzell, the present teacher, having moved to Mapleville. The trustees of the Louisburg graded school have authorized Superintendent Mills to install a phonograph for the use of the school.

If preparing for teachers' examination write Teachers' Supply Company, Grayson, Ky., for free current event folder.

You and I must not complain when our plans break down—if we have done our part. That probably means that the plans of One who knows more than we do have succeeded.—E. E. Hale.

How to Teach Agriculture in the Rural Schools—County Superintendents and Institute Instructors, are you planning work in agriculture for your summer institute? We can help you. Ask for our catalog on Charts—Slides—and Lecture Books on agriculture and related subjects. Educational Dept., International Harvester Company of N. J. Harvester Bldg., Chicago.

Summer School of the South

The University of Tennessee, Knoxville.

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Especially strong courses designed to train teachers in PRIMARY METHODS, ARTS AND CRAFTS, EXPRESSION, GRAMMAR GRADE METHODS, HOME ECONOMICS, AGRICULTURE, HEALTH EDUCATION, KINDERGARTEN, LIBRARY METHODS, PUBLIC SCHOOL MUSIC, PENMANSHIP, ATHLETIC COACHING and PHYSICAL TRAINING.

Also a wide range of courses for entrance and college credit, including RURAL ECONOMICS, MANUAL TRAINING, MATHEMATICS, MECHANICAL ENGINEERING AND LANGUAGES. A full program of illustrated lectures, concerts, plays, and motion pictures. Excursions to points of interest.

Miss Mary Belle McKenzie, a former North Carolinian, says:

"The Summer School of the South meets every need of the Southern teacher, has a faculty unsurpassed anywhere, and is situated in the most centrally located city in our Southland. Hence, Knoxville is easily accessible from all points of the Union. This gives opportunity for securing the best speakers from northern and southern cities.

It is also located in the midst of a healthful climate, surrounded by beautiful scenery. Many places of historic interest are near, enabling the teachers to visit them with very little expense.

It will interest primary teachers to know that the services of Miss Mabel Lee Cooper, of Memphis, have again been secured. Her course in Reading and Phonics for teachers of the first four grades, a synopsis of which was unintentionally omitted from the announcement, will be given as heretofore. Miss Cooper is the only woman psychologist in the South, and she is not excelled as a primary teacher. There were six hundred and seventy enrolled in her classes last summer.

The writer is a North Carolinian, and knowing the advantages of the Summer School of the South, hopes that the teachers of North Carolina will avail themselves of the opportunities offered by the Summer School of the South in going there, if they are anticipating going to a summer school next summer."

Room reservation should be made now. Room and board \$33 to \$36 for six weeks.

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DIRECTOR,
Greenville, N. C.

A Betterment Club That Keeps at Work.

In a very interesting account of the commencement of the Granite Falls schools in Caldwell County the Lenoir Topic has the following paragraph about the betterment club: "At the first of the year a Betterment Club was organized, the purpose of which was to work for the town and school. This club has reached a membership of forty; it has put the two cemeteries of the town in good condition; it has completely overhauled the school piano; it has wired and lighted the school building; and it has saved the school fund of two hundred and twenty dollars. The club will be as active through the summer months as through the school year."

Dr. E. W. Knight Superintendent of Wake County Schools.

Dr. Edgar W. Knight, a native of Northampton County, North Carolina, and Professor of Education at Trinity College, was elected May 17 superintendent of public instruction of Wake County to succeed Prof. D. F. Giles, who resigned to accept a membership on the State Board of Examiners.

He will assume the duties of his new position the first of July.

Dr. Knight is now assistant professor of education at Trinity College, where he secured his A. B. degree in 1909 and A. M. degree in 1911. He also holds a Ph.D. degree of Columbia University, getting it in 1913. For the past three years, he has been assistant to Superintendent Massey in county educational training.

As investigator and author Dr. Knight has not been idle. In the midst of the arduous daily duties of

his college work, he has published two books and written a number of magazine articles on educational or historical subjects. His two books are "Some Principles of Teaching as Applied to Sunday-schools" (The

Pilgrim Press, 1915) and "Public School Education in North Carolina" (Houghton Mifflin Company, 1916), the latter having been adopted for the Teachers' Reading Circle of the past year.

SUMMER SCHOOL OF The North Carolina State College of Agriculture and Engineering JUNE 12 TO JULY 27, 1917

Courses in Education, Agriculture, Home Economics, Ancient and Modern Languages, Science, Mathematics, Manual Arts, Games, Music, Story Telling, etc., for teachers in Primary, Grammar, and High School grades.

The Council of the School is Composed of:

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W. C. RIDDICK, President of the College. B. W. KILGORE, Director of N. C. Agricultural Exp. Station and Extension Service.
J. Y. JOYNER, State Superintendent of Public Instruction. T. E. BROWNE, State Supervisor of Secondary Agricultural Education.
W. A. WITHERS, Vice-President of the College. F. M. HARPER, Superintendent of Raleigh Public Schools.
J. HENRY HIGGSMITH, Dean of School of Education, Wake Forest College. JOHN A. PARK, Representing the Raleigh Chamber of Commerce.
D. F. GILES, Superintendent of Public Instruction for Wake County.

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For preliminary announcement or other information, address

W. A. WITHERS, Director,
Rooms 216-217 Winston Hall, - - West Raleigh, N. C.

The University of North Carolina Summer School for Teachers.

THIRTIETH SESSION, JUNE 12-JULY 27, 1917.

The thirtieth session of the Summer School for Teachers will open on June 12th and continue for a period of six weeks, exclusive of registration and examination periods, closing July 27th. The days for registration will be June 12th and 13th.

THE FACULTY—A strong faculty of specialists and successful teachers and superintendents, chosen because of their recognized ability in their particular fields and their especial fitness for the work they are to do.

FOR WHOM COURSES ARE PLANNED—Professional and Cultural Courses are planned for

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to make the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

COURSES FOR COLLEGE AND UNIVERSITY CREDIT—Many of the courses offered count for credit towards the A. B. and A. M. degrees. Graduates of standard Colleges may, in four summers, complete work leading to the A. M. degree. To undergraduates the opportunity is offered to pursue courses leading to the A. B. degree.

EXPENSE—Reduced rates will be offered by the railroads. Other expenses, including registration fees, room in college and good table board at Swain Hall, need not exceed from \$35 to \$45 for the entire term.

WRITE FOR COMPLETE ANNOUNCEMENT—A Bulletin containing detailed information as to the courses offered in the various departments, the list of instructors, lecturers, etc., will be ready in March. This will be sent upon application to anyone interested.

For further information, address **N. W. WALKER,**
Director of the Summer School, Chapel Hill, N. C.

WAR SERVICE

Special Training, Summer Quarter
THE UNIVERSITY OF CHICAGO

MILITARY SCIENCE:

Drill and theoretical work for men
First Aid, Red Cross Social Relief work
for women

Superintendents, principals, and teachers may secure valuable training to carry back into their own schools and communities. This work is offered in addition to the regular courses given in the Colleges, Graduate and Professional Schools.

First Term, June 18 to July 26
Second Term, July 26 to August 31
Circular sent on request made to the University of Chicago

WANTED.

A capable man or woman to travel, preferably a teacher. Permanent position, substantial remuneration. Address

Dept. B, 815 Mutual Life Bldg.,
Buffalo, N. Y.

Put Farm Schools on Basis for War.

Mr. T. E. Browne, agent in charge of Agricultural Club Work and Secondary Agricultural Education, is making a special effort to get all the farm life schools on a war basis. Much of his time is now being spent in the field with the superintendents and teacher of agriculture in these schools in order that they may render more efficient service in teaching the various phases of farm development.

Mr. Browne is endeavoring to have the school boards adopt the following regulations and requirements governing the administration of the schools:

1. That the farm life man be made principal of the school with full authority as to administration.
2. That all boys in the eighth grade be required to take agriculture.
3. That all girls in the high school be required to take Home Economics.
4. That all boys taking agriculture be required to do at least six hours practical work each week.
5. That the Home Economics teachers be required to plan and supervise the meals in the dormitories.
6. That those boys and girls taking farm life courses be given preference as to rooms in the dormitories.

If you teach somewhere in North Carolina, then **North Carolina Education** is made for you. "No other journal," to quote the commendation of Supt. D. Matt Thompson, "can take its place for a North Carolina teacher." Renew now, one dollar a year, and get on the list in time to receive the September number.

The subscription price for **North Carolina Education** is one dollar a year (10 months). The rates to clubs stand regularly at the head of the editorial page. They are as follows: Two to four subscriptions in one club, 90 cents; five to nine in one club, 80 cents each; ten or more in one club, 75 cents each.

WAR POSITIONS FOR TEACHERS.

All teachers both men and women should try the U. S. Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. D227, Rochester, N. Y., for schedules showing examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

New Victor Records.

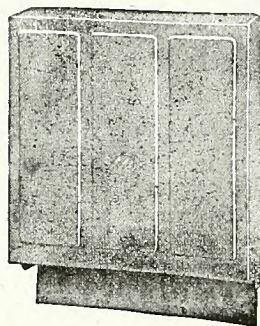
Among the new records for June, the Victor Talking Machine Company announces the interpretation of Riley's "Our Hired Girl" and "The Raggedy Man," by Sally Hamlin, the talented child artist of Brooklyn, N. Y. Sally is 14 years old and a student in the Brooklyn high school.

At a time when the spirit of patriotism runs high Harry E. Humphrey's oratorical rendering of Edwin

Markham's "Lincoln" and Ingersoll's noted Memorial Day speech, "The Graves of Our Dead," should prove unusually acceptable and entertaining. Both may be had on one ten-inch record.

Supt. M. B. Andrews at Kenly, Mr. E. B. Cox, principal at Mapleville, Supt. J. C. Lockhart at Dunn, and Supt. C. W. Raukin at Graham have all been re-elected for another year.

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Are easily attached to wood, brick, tile or marble. Hold 200 soft, absorbent paper towels that will not injure most delicate skin. They supply one towel at a time. No waste--no tearing--no wash bills. They save money and provide better service.

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You should see the enthusiastic letters about **THE CHILD'S WORLD READERS** that are coming from all over the land. To say that America's foremost teachers of reading are more than satisfied with this new series is to put it mildly. They are charmed. "I have seen and used a great many new primers, but never one like this!" "The illustrations are lovely." "It is indeed a triumph from every point of view." Ask for sample pages to-day.

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Richmond, Va.**

Greensboro Schools Not Safe in Case of Fire.

North Carolina's insurance commissioner, James R. Young, has informed Greensboro that certain of her school buildings are improperly equipped with fire escapes. Mr. Foushee, the commissioner of public safety, stated that the insurance commissioner must have been basing his letters upon data which was old, because only a few days ago, a representative of Mr. Young's department was here and certain changes in fire escapes were made under his direction.

The letters of Mr. Young are dated May 15. One of them was misdirected to Dr. J. L. Mann, former superintendent of the city schools here, and it has just returned from Greenville, S. C. Mr. Young said Pearson Street school needs a fire escape on the west end. The old frame building on West Lee Street which is in use for an auxiliary school, is dangerous and should be abandoned the commissioner said, but he also stated in his letter that he understood that the use of the frame building was a temporary one.

At all fire escapes the windows should be made doors, the commissioner declared in the letter, calling attention to the fact that the exits to the escapes in some of the schools are windows. At Lindsay Street school the assembly hall doors are improperly hung, for fire protection, the commissioner said, and he also criticised the high school and other of the local schools because of the absence of fire drills among the students.—Greensboro News.

Supervised Summer Play Grounds.

One hundred and sixty-five children of Duke, N. C., met Prof. B. F. Dalton in May to be enrolled in systematic and organized play in the open air for the summer. Some of the larger towns of North Carolina have tried out the public play grounds and found them very satisfactory, but Duke is the only small town that has employed a man especially for this work. The park has been fitted up with apparatus

especially adapted to play for the children. The playing will be under the direct supervision of Prof. B. F. Dalton, who for the past three years has been superintendent of the graded schools and has been elected to the same position for the next year. He has recently spent some time in Raleigh with C. H. MacDonald, superintendent of the city play grounds, making a special study of the best methods of handling this class of work. On May 14 the children of Duke were organized into groups and will have special hours each day in the park.

SOUTHLAND TEACHERS' AGENCY, Box 363, Knoxville, Tenn.

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Philadelphia, Pa. Dept. S.

State Normal and Industrial College

Summer Session June and July, 1917

COLLEGIATE COURSES June 1 to July 27 (Eight Weeks). **TEACHER TRAINING COURSES** June 15 to July 27 (Six Weeks). **HOUSEKEEPERS' COURSES** June 15 to July 27 (Six Weeks). **TEACHERS' INSTITUTE COURSES** July 13 to July 27 (Two Weeks).

The State Normal and Industrial College is maturing plans to give the teachers and other women of the State exceptional advantages during the next Summer Session. The collegiate work will begin June 1st and the teacher training courses will begin June 15th, and the session will close July 27th. Among other interesting features the following may be mentioned:

I. Courses for college entrance:

These courses are intended to meet the needs of those young women who wish to enter college next fall but find themselves deficient in one or two units required for admission.

II. Courses with college credit:

Many of the regular college courses will be offered and when completed in a satisfactory manner will give the students pursuing them college credit.

III. Courses for teachers of the primary grades:

Strong courses in primary methods and such other subjects as will aid the primary teacher will be offered.

IV. Courses for grammar grade teachers:

Abundant provision will be made for teachers of the grammar grades of our schools.

V. Courses for teachers:

The Department of Education and the other departments of the College will offer work especially designed to be helpful to the high school teachers of the State.

VI. Special lectures:

Arrangements have already been made to have a series of lectures by Dr. W. H. Kilpatrick, of Teachers College, Columbia University, on "Education;" by Dr. C. Alphonso Smith, of the University of Virginia, on "English Literature;" by Dr. Frederic L. Paxson, of the University of Wisconsin, on "American History." Several others equally prominent in the educational world will be added to this list.

VII. Teachers' Bureau:

A well organized Teachers' Bureau will be conducted at the College to aid those attending to secure desirable positions.

VIII. Living arrangements:

All students attending the Summer Session may secure board and room in the College dormitories at exceedingly low rates.

A bulletin giving detailed information will be mailed to anyone requesting it.

Address, **J. I. FOUST**, President, Greensboro, N. C.

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